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ABSTRACT

The selected bibliography of programs for emotionally disturbed children contains approximately 90 abstracts and associated indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), and how to order "Exceptional Child Education Abstracts" (an order blank is provided), in which the abstracts are originally published. Also, front information includes a list of terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication dates of documents abstracted range from 1964 through 1973. (MC)

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ED 085919

EMOTIONALLY DISTURBED-PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 617

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 060 701

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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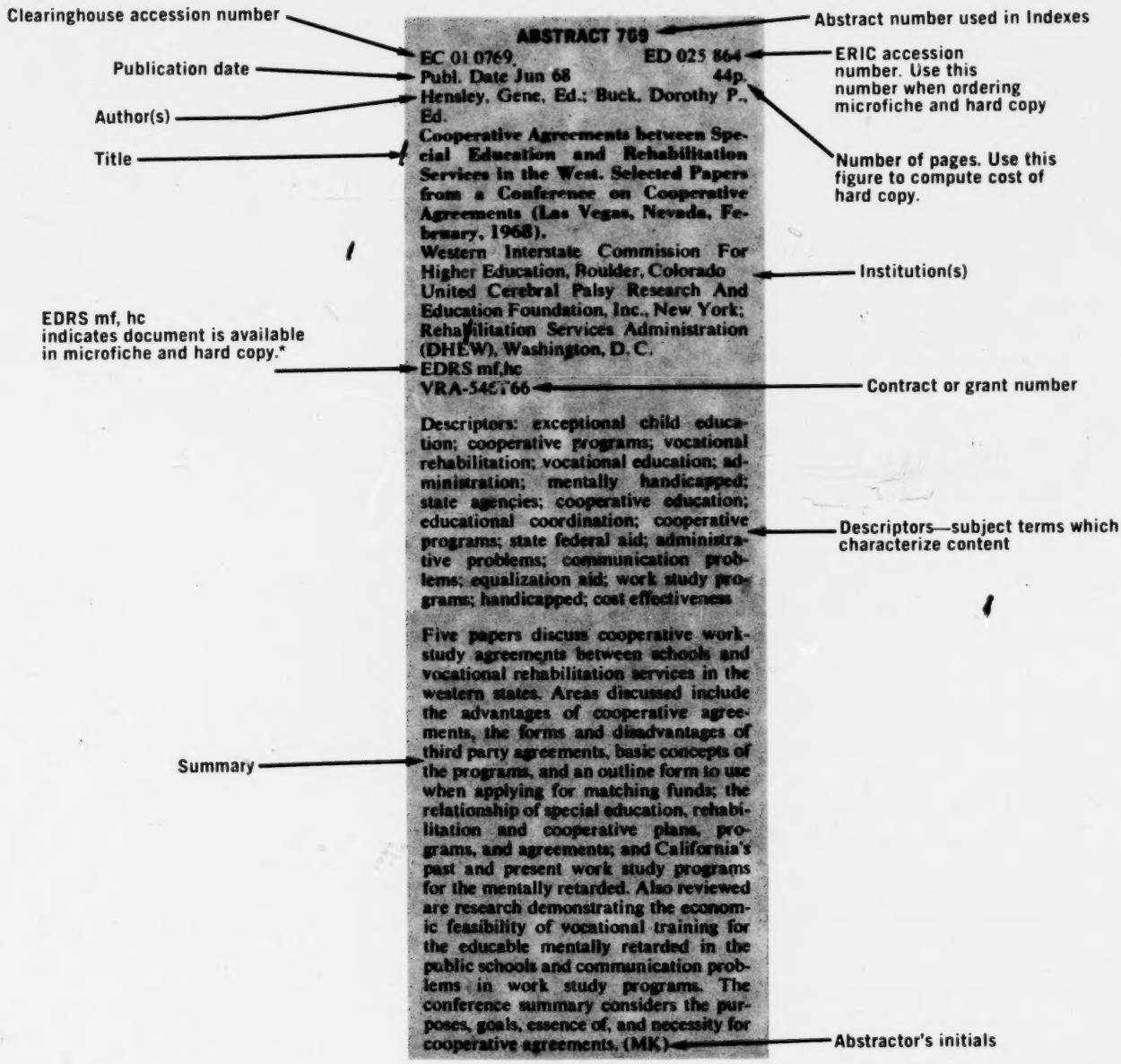
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ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-548166
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Index terms used to retrieve information on *Emotionally Disturbed-Programs* from the Center's computer file of abstracts are listed alphabetically below:

Autism
Educational Programs
Emotionally Disturbed
Hyperactivity
Program Budgeting
Program Coordination
Program Costs
Program Descriptions
Program Design
Program Development
Program Effectiveness
Program Evaluation
Program Planning
Program Proposals

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Annals of the Deaf, 5034 Wisconsin Avenue, N.E., Washington, D.C. 20016

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Child Welfare, Child Welfare League of America, Inc., 67 Irving Place, New York, N.Y. 10003

Childhood Education, Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

Focus on Exceptional Children, Love Publishing Company, 6635 East Villanova Place, Denver, Colo. 80222

Journal of Learning Disabilities, 5 North Wabash Avenue, Chicago, Ill. 60602

Journal of School Psychology, 51 Riverside Avenue, Westport, Conn. 06880

Mental Retardation, 49 Sheridan Avenue, Albany, New York 12210

School Psychology Digest, 311 Education Building, Kent State University, Kent, Ohio 44242

TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 10076

EC 01 0076 ED N.A.
Publ. Date 64
Smith, Bert Kruger
No Language but a Cry.
EDRS not available

Descriptors: exceptional child education; family (sociological unit); emotionally disturbed; residential centers; special schools; parent role; children; mental health; special classes; therapeutic environment; parent child relationship; rehabilitation; child development; etiology; program descriptions; prevention; medical treatment; special services; hospital schools; day care programs; League School; Sonia Shankman Orthogenic School; Hawthorne Center

Written for parents, this book is intended to provide understanding of the disturbed child. Symptoms of emotional disturbance as they appear from infancy through adolescence are listed and possible causes noted. Parents are told how to obtain professional help and the kinds of service that are available. Educational and treatment aspects of facilities such as special classes, special schools, day centers, foster homes, residential centers, and hospitals are discussed. Programs of three treatment centers, the League School, the Sonia Shankman Orthogenic School, and the Hawthorne Center are described. Recommendations for prevention and treatment are made. This document is available from Beacon Press, Boston, Massachusetts, for $5.00. (MY)

ABSTRACT 10112

EC 01 0112 ED 012 536
Publ. Date Jan 67 14p.
The Pilot Program for the Emotionally Disturbed in Texas.
Texas Education Agency, Austin
EDRS mf,hc

Descriptors: exceptional child research; state programs; achievement; tests; emotionally disturbed; pilot projects; state legislation; behavior problems; children; adolescents; public schools; hospital schools; mental health clinics; special classes; personality problems; psychosis; neurosis; minimally brain injured; intelligence tests; achievement tests; test results; comparative testing; behavior change; special programs; program evaluation; Austin

During the 1965-66 school year 20 classes for the emotionally disturbed (in public schools, mental health centers, and hospitals) enrolled 253 children in this pilot program. Evidence of neurological dysfunction was found in 37 percent of the students. Psychiatrists categorized the students as having transient situational personality disorders (35 percent), having personality disorders (28 percent), having brain disorders (9 percent), psychotic (12 percent), and neurotic (16 percent). The Fish and Shapiro typology showed grossly unintegrated functioning (15 percent), immature, poorly integrated functioning (27 percent), organized behavior with degrees of anxiety and inadequacy (46 percent), and organized but antisocial behavior (12 percent). The Wechsler Intelligence Scale for Children yielded an average performance score of 96 and an average verbal score of 98. Some students (73 percent) and parents (62 percent) received therapy. Testing results before and after the program showed that students made academic gains in the Stanford Achievement Battery. There was no relationship between type of class (public school, mental health center, hospital) and growth measured by the paragraph meaning test, but such a relationship did exist for the spelling, arithmetic computation, and arithmetic concepts tests. No relationship was found between academic growth and clinical classifications, verbal performance IQ patterns, percentage of attendances, neurological involvement, involvement in psychotherapy, or sex of student. There was a trend toward the association of growth scores on the spelling test with the Standard Psychiatric Diagnostic categories. Problem behavior significantly decreased. It was recommended that the legislature raise the age limit of programs for the emotionally disturbed from 17 to 21 years, expand the program to 50 classes for 1967-68, 70 classes in 1969-70, and thereafter the number should be determined by the state board of education, and provide a $2,000 allocation per class (or a $1,600 allocation for hospital classes) for operating funds. (DE)

ABSTRACT 10212

EC 01 0212 ED 018 897
Publ. Date 67 37p.
Project Re-Ed, a Demonstration Project for the Reeducation of Emotionally Disturbed Children.
Tennessee State Dept. of Health
North Carolina State Dept. Mental Health, Raleigh
George Peabody Coll. for Teachers, Nashville, Tenn.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; elementary education; children; residential schools; residential programs, educational programs; demonstration projects; demonstration programs; experimental programs; therapeutic environment; program evaluation; camping; personnel; teacher characteristics; teacher selection; teacher role; teachers; admission criteria; referral; teacher education; program descriptions

The Project for the Reeducation of Emotionally Disturbed Children (Project Re-Ed), a demonstration project (1961-68) to develop and evaluate the effectiveness of residential schools (Sunday through Friday) for disturbed children, is described. The professional training at George Peabody College, Tennessee, and use of carefully selected teacher-counselors in the two project schools (Cumberland House Elementary School, Tennessee, and Wright School, North Carolina) which serve 40 children aged 6 to 12 are discussed. Aspects of the formal school program based on individual needs and the camping program are presented, and work with the child's family and school is described. Included is information about admission criteria, length of stay, referral procedures, facilities, costs and financing, needs for additional services, and project evaluation. Photographs of school activities and seven brief case histories are also included. (MY)

ABSTRACT 10236

EC 01 0236 ED N.A.
Publ. Date Feb 66
Blom, Gaston E.
Psychoeducational Aspects of Classroom Management.
Colorado University, Denver, Medical Center
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; behavior; teaching methods; class management; elementary grades; laboratory schools; demonstration programs; program planning; psychoeducational processes; special classes; behavior change; student behavior; behavior problems; team teaching

The psychoeducational approach to the classroom managment, treatment, and education of emotionally disturbed children is described. As an illustration, a clinical episode involving an emotionally handicapped boy who initiates provocative verbal behavior and is immediately removed from the classroom is related. The incident occurs in a school in a day care center, involving 14 elementary school age children, two teachers, and other personnel, in demonstration, training, and research functions. The classroom includes a project area, an independent work area (the children's desks), and two centers of learning where each teacher sits at a table which has room for four or five children. A standby officer is available to provide help with the individual child outside the classroom, when necessary. Management and teaching approaches, program planning, and programing for individual children is discussed. References are cited. This article was published in Exceptional Children, Volume 32, Number 6, pages 377-383, February 1966. (JA)

ABSTRACT 10293

EC 01 0293 ED 017 099
Publ. Date 66 123p.
Richman, Vivien
Pittsburgh Public Schools' Mental Health Services, Evaluation Report.

Pittsburgh Public Schools, Pennsylvania
EDRS mf

Descriptors: exceptional child education; emotionally disturbed; children; special classes; mental health; mental health programs; mental illness; public schools; special programs; research needs; case studies (education); school services; special services; program evaluation

The development of mental health services in the Pittsburgh public schools during 1965-66 is reviewed. The history, philosophy, objectives, and program components, including information on staff, varieties of classes provided, and the activities of mental health teams are presented. The adjustment classes and resource room for emotionally disturbed children are described and compared with respect to uses, objectives, eligibility criteria, physical facilities, populations served, programs, and classroom methods. The mental health team's contribution to the overall program, including such activities as program planning, evaluation of children, cooperation with community agencies, teacher training, teacher consultation, and suggestion of resource modifications, is discussed. Attention is called to funding, evaluation, research, scope, preventive aspects of a mental health program, predelinquent subgroups, and the need for residential facilities to prevent more serious problems. Directions for further research are noted. Eight references are given. The appendixes provide case studies of children served in the adjustment classes and resource rooms and narrative reports of observational visits to adjustment classes. (JW)

ABSTRACT 10453

EC 01 0453 ED 014 838
Publ. Date 66 61p.
Bonham, S. J., Jr.
Program Standards for Special Education and Legal Dismissal from School Attendance.
Ohio State Dept. of Education, Columbus, Div. of Special Education
EDRS mf,hc

Descriptors: exceptional child education; administration; standards; state standards; handicapped; admission criteria; program guides; aurally handicapped; boarding homes; educable mentally handicapped; educational finance; emotionally disturbed; hearing therapy; homebound; homebound children; neurologically handicapped; orthopedically handicapped; physically handicapped; program planning; school attendance laws; school services; speech therapy; student transportation; tutoring; visually handicapped; Columbus

In outline form this guide presents the program standards approved by the Ohio State Board of Education in August 1966 for 13 special education programs and for legal dismissal from school attendance. The following topics are considered--general standards, eligibility for services, class size and student age range, housing, equipment and materials, program organization and content, and teacher qualifications. General and specific program standards are presented for (1) deaf, (2) hard of hearing, (3) crippled, (4) visually handicapped, (5) neurologically handicapped, (6) emotionally handicapped, (7) slow learning, (8) speech and hearing therapy, (9) child study services, (10) individual instructional services, (11) transportation, (12) boarding homes for physically handicapped children, and (13) standards for legal dismissal from school attendance. (DF)

ABSTRACT 10482

EC 01 0482 ED 014 177
Publ. Date Sep 66 50p.
Carollo, Elizabeth and Others
An Emerging Program for Emotionally Disturbed and Neurologically Impaired Pupils in the Warwick Public Schools, Grades 1-6.
Warwick School District, Rhode Island
EDRS mf,hc

Descriptors: exceptional child education; administration; learning disabilities; emotionally disturbed; neurologically handicapped; curriculum; behavior change; children; class management; elementary grades; interprofessional relationship; parent school relationship; records (forms); teacher aides; teacher role; teaching guides; testing; physical facilities; program descriptions

Intended for teachers this manual resulted from a special workshop held in 1966 to plan a better program for emotionally disturbed and neurologically impaired elementary school age students. Admission policy, administration of both types of classes, and the duties of the teacher and teacher's aide are described. Relationships with parents, the principal, supportive personnel, student teachers, and non-teaching personnel are discussed. The philosophy and techniques of management of behavior are presented. The academic program for the neurologically impaired which includes training for general academic improvement, improvement of perception, reading, handwriting, language and spelling, and mathematics is presented. Sources of materials are listed. Problems in testing intelligence and achievement and in preparing student reports and records are noted and some suggestions are given. Physical facilities for the class are described. Appendixes give examples of a report card and a check list of academic skills and behavior traits of brain-injured children. The bibliography lists 33 items. (JA)

ABSTRACT 10563

EC 01 0563 ED 023 205
Publ. Date 67 27p.
Klein, Genevieve, Ed.; and Others
COVERT (Children Offered Vital Educational Retraining and Therapy) Project. Year 1.
Tucson Public Schools, Arizona; Arizona Children's Home, Tucson; Tucson Child Guidance Clinic, Arizona
EDRS mf,hc
P-972

Descriptors: exceptional child research; emotionally disturbed; program planning; behavior problems; educational therapy; play therapy; residential schools; special classes; day schools; regular class placement; tutorial programs; teachers; evaluation techniques; identification; administrative organization; program descriptions

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the COVERT School (Children Offered Vital Educational Retraining and Therapy) was designed to initate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures. The school's philosophy, location and physical plant, and organization (cooperation, coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

ABSTRACT 10623

EC 01 0623 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom; A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experience; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels.

Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 10877

EC 01 0877 ED 012 979
Publ. Date 67 47p.
Review of Special Education Programs, Guides to Special Education in North Dakota, Volume 1.
North Dakota Department of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child education; state programs; administration; state legislation; admission criteria; teacher qualifications; administrator guides; educable mentally handicapped; trainable mentally handicapped; speech handicapped; speech therapy; speech therapists; qualifications; physically handicapped; aurally handicapped; emotionally disturbed; socially maladjusted; homebound; children; hospitalized children; blind; partially sighted; records (forms); school personnel; personnel; program descriptions; North Dakota Century Code; Bismarck

Special education programs for each type of handicapped child are described in terms of organization, admission criteria, class size, equipment, teacher qualifications, and state participation. Additional special education personnel, their qualifications, and their responsibilities are listed. Also included are sections of the North Dakota Century Code, local and state responsibilities for the programs, and sample application and reimbursement claim forms. (CG)

ABSTRACT 10890

EC 01 0890 ED 012 542
Publ. Date Aug 66 74p.
Handbook of Operation for the Special School District of St. Louis County, Missouri.
St. Louis County Board of Education, Missouri, Special School District
EDRS mf,hc

Descriptors: exceptional child education; school services; special services; homebound children; visually handicapped; blind; partially sighted; speech handicapped; aurally handicapped; deaf; hard of hearing; language handicapped; mentally handicapped; vocational education; program descriptions; educational programs; guidance programs; learning disabilities; physically handicapped; special health problems; special classes; trainable mentally handicapped; educable mentally handicapped; hyperactivity; St Louis; Missouri

The special school district which is described was created in 1957 to serve the 25 school districts in St. Louis County, Missouri. The philosophy and administrative policies of the district are presented. The programs include a department of psychological and social services which serves children in special classes in the special school district and potential candidates for classes and also operates a program for hyperkinetic children; home teaching services for post operative cases and children with extreme orthopedic disability or noninfectious illness or heart disease; special classes (readiness, primary, intermediate, junior and senior high levels), and physical, occupational, and speech therapy for orthopedically handicapped children; resource classes in regular public schools for the blind or partially sighted; attendance of the residential school for the blind by visually handicapped children as day students; consultation services for children with mild vision defects in all schools; specialized classes for deaf, language impaired, and hard of hearing children; and inclusion of hearing conservation, hearing therapy, and speech correction programs and speech and language development classes in the public schools. The operation of educable, trainable, and moderately dependent educable classes and of the technical school providing vocational training are described. (MK)

ABSTRACT 11032

EC 01 1032 ED N.A.
Publ. Date Jan 67 3p.
Carleton, Charles S.
Echoes of a Scream Fade into Laughter as Love and Understanding Reach Emotionally Disturbed Children.
Office of Education (DHEW), Washington, D. C.
EDRS not available
American Education; V3 N1 P20-2 Dec 1966-Jan 1967

Descriptors: exceptional child education; special classes, emotionally disturbed; community programs; day schools; student teacher relationship; teaching methods; program descriptions

The Fort Collins Project enrolled emotionally and perceptually handicapped children whose emotional problems were not severe enough to warrant institutionalization, about 1.5% of the total school age population (the project, funded by the local school district, the state, and the U.S. Office of Education). Three approaches were used, a day school program in the center, a homebound program for children with problems too severe for the day school and an itinerant teacher program for pupils able to remain in regular classes most of the day but needing daily special attention in small groups. Project teachers were trained to work with emotionally disturbed children and the academic program was coupled with intensive therapy. Each teacher handled a maximum of 15 pupils; total enrollment increased from seven in 1964 to a proposed 90 for 1968. The project returned students to the regular classrooms, but their degree of success was described as varied. Examples of student teacher interaction were given for the classroom, lunchtime, Wednesday afternoon recreation, camping, and talk time (a regular session of group therapy scheduled 4 days a week).

ABSTRACT 11066

EC 01 1066 ED N.A.
Publ. Date 64 148p.
Morse, William C. and Others
Public School Classes for the Emotionally Handicapped: A Research Analysis.
Council for Exceptional Children, Reston, Va.
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
The Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091, ($2.95).

Descriptors: exceptional child research; emotionally disturbed; teaching methods; administration; public schools; special classes; classroom environment; clinic personnel (school); factor analysis; teaching methods; student participation; teacher participation; student characteristics; program evaluation; program descriptions; program design

The study identified themes running through special class programs for the emotionally handicapped, analyzed classroom procedures, and described the teachers' backgrounds, attitudes, and purposes and the students' perceptions of the programs. Initially, 117 public school programs for the emotionally handicapped were located and surveyed by mail; then 54 programs were selected for site visits. Areas surveyed were the origin and operation of the programs, general characteristics of pupils, and classroom conditions and operations. The following conclusions were drawn:

pupils, teachers, and observers found positive change as a result of participation, and program types were shown related to changes; specific pattern and uniformity in approach were lacking; school personnel realized that their original program plans required extensive modification and that flexibility was needed; program types differed widely; programs maintained a school related focus; and clinical support and understanding were helpful. The major statistical findings and evaluation are provided. (BW)

ABSTRACT 11192

EC 01 1192 ED 027 681
Publ. Date 68 68p.
Gloss, Garvin G.
Experimental Programs for Emotionally Handicapped Children in Ohio.
Ohio State Department of Education, Columbus, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; state programs; administration; taxonomy; behavior problems; psychoeducational processes; behavior change; reinforcement; research reviews (publications); program development; demonstration programs; teaching methods; program descriptions; research needs; legislation; records (forms); program proposals; Ohio

Experimental approaches with emotionally disturbed children in day care pro-

grams in Ohio public schools are described. A consideration of problems of identification and classification presents Quay's three dimensions of behavior, conduct disorders, inadequacy or immaturity, and personality, and lists types of behavior found in each. Seven kinds of programs for disturbed children are charted with their goals and structure; the psychoeducational approach is discussed; and behavior modification is explained utilizing research reviews and examples. The historical development of Ohio's day classes and the growth of the program from 1961 to 1967 are presented. Also presented are the level, number of units, program description, and person to contact for the 20 demonstration projects in operation, procedures for initiating research and demonstration projects, suggestions for research, and a 90-item bibliography. Appendixes provide state board of education standards for special classes, individual services, and home instruction, and application forms. (RP)

ABSTRACT 11273

EC 01 1273 ED N.A.
Publ. Date 65 329p.
Despert, J. Louise
The Emotionally Disturbed Child--Then and Now.
EDRS not available
Robert Brunner, Inc., 80 East 11th Street, New York, New York 10003 ($6.00).

Descriptors: exceptional child education; emotionally disturbed; child development; family (sociological unit); case studies (education); autism; emotional maladjustment; family relationship; parent role; social values; speech; language development; self concept; self actualization; historical reviews; psychiatry; attitudes

A historical review of attitudes toward children reveals emotional disturbances in biblical to recent times. concept of the emotionally healthy (normal) child is considered; aspects of speech, language, and ego development are traced from birth to age 18. The emotionally disturbed child is discussed, and autistic characteristics and other emotional disturbances are described for the following ages: 1 year to 3 years, 3 to 6, 6 to 12, and 12 to 18 years. A survey of family relationships, parent roles, and values currently held by society is presented. Case studies appear throughout the book, and 11 pages of notes and references are appended. (DP)

ABSTRACT 11296

EC 01 1296 ED 023 250
Publ. Date Jan 68 61p.
Holmberg, Gerald R.
Exploratory Study to Determine the Feasibility of a Comprehensive Program for the Development of Special Education Services for Emotionally Disturbed Children in Arizona, Nevada, New Mexico, and Utah.
Arizona University, Tucson, College of Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-6-068025-1575
BR-6-8025

Descriptors: exceptional child research; emotionally disturbed; state programs; professional education; program planning; special services; culturally disadvantaged; counselors; reading; librarians; teacher interns; inservice teacher education; surveys; demonstration projects; regional cooperation; regional planning; rural areas; rural education; Arizona; Utah; Nevada; New Mexico

Group conferences, individual study groups, personal visitations, and communication by the principal investigator were utilized to determine the availability and suitability of services for emotionally disturbed children in the four-state area of Arizona, New Mexico, Utah, and Nevada which has a low incidence of population in vast territorial areas. The study indicated that services were minimal and that the population included a large portion of children from a culturally different background and heritage. Difficulties in travel and communication and limited financial resources were also noted. Conclusions were that a committee be formed to continue the present study for 3 years and that an action oriented approach for recruiting and training personnel be implemented. This program should be similar to the duo-specialist project of Arizona in which teachers from rural areas are selected by local and university people as trainees and study in two or four areas of specialty (ruidance, reading, special education, and library) most needed by their local system. Intern teachers, selected by the university, replace the teacher trainees. The 41 duo-specialist (trainees) trained in the first 4 years returned to 38 schools in 75% of the state and performed 72 special services not previously available, while 40 interns have been certified and placed in 10 western states. (SN)

ABSTRACT 11300

EC 01 1300 ED 011 149
Publ. Date 66 5p.
Administrative Guide for Establishing Special Education Programs and Special Services for Exceptional Children.

Department of Education, Lansing, Michigan
EDRS not available

Descriptors: exceptional child education; mentally handicapped; physically handicapped; emotionally disturbed; program planning; financial support; program administration; class size; state aid; teacher certification; admission criteria; administrator guides; age; speech therapy state programs; home programs; hospitalized children; blind; partially sighted; visually handicapped; counseling programs; trainable mentally handicapped; special programs; special services

Requirements for establishing special programs and services are presented in chart form. Different programs for the physically handicapped are categorized under special classes and itinerant programs. Other programs are listed for the mentally handicapped and the emotionally disturbed. (VO)

ABSTRACT 11306

EC 01 1306 ED 016 312
Publ. Date Apr 66 95p.
Karnes, Merle B.; Burbridge, Hester
An Evaluation Study with Recommendations.
Brevard County Exceptional Education Department, Florida
EDRS mf,hc

Descriptors: exceptional child education; educational needs; program planning; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; visually handicapped; aurally handicapped; physically handicapped; deaf; hard of hearing; speech therapy; speech handicapped; gifted; emotionally disturbed; socially maladjusted; vocational education; program administration; school community relationship; county school systems; program evaluation; community resources; learning disabilities

Every public school with special education classes in the Brevard (Florida) county system was visited by specialist consultants during a 2-week period. Parochial and private schools were also contacted. The survey was concerned with provisions and services for the trainable retarded, the educable retarded, the physically handicapped, the deaf and hard of hearing, the socially and emotionally maladjusted, the visually handicapped, the gifted, speech therapy, the child with learning disabilities, prevocational training, and school social work. The community-school relationship was also analyzed. Recommendations accompany the discussion of each program. An appendix of administrative plans is included. (CG)

ABSTRACT 11667

EC 01 1667 ED 030 226
Publ. Date 30 Sep 68 301p.
ESEA (Elementary and Secondary Education Act) Title I Components: Evaluation Reports; Special Education and Supportive Services.
Los Angeles Unified School District, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; program evaluation; disadvantaged youth; educational programs; ancillary services; federal aid; academic achievement; health services; unwed mothers; school community relationship; vocational education; reading improvement; mentally handicapped; psychoeducational clinics; group counseling; hearing clinics; preschool education; autism; advisory committees; inservice education; Los Angeles; California; Elementary and Secondary Education Act Title I Project; ESEA Title I Project

Special education and supportive services funded under Title I of the Elementary and Secondary Education Act (September 1967 to August 1968) in Los Angeles public and private schools are evaluated. Projects under the Health Services Branch, Child Welfare and Attendance Branch, Office of Urban Affairs, and Special Education are described by the following categories: objectives; implementaion (including duration of projects, number of schools and pupils, and personnel and logistical problems); staff and pupil activities, specialized materials, supplies, and equipment evaluation of design, objectives, and outcomes; conclusions; and recommendations. The appendix contains a list of standardized tests, sample evaluation forms, and nonstandardized instruments. (LE)

ABSTRACT 11981

EC 01 1981 ED 031 014
Publ. Date Jun 68 123p.
Mussman, M. C.
Prevention and Reduction of Emotional Disorder in Pupils; A Theory and Its Immediate Application to Practices in the Columbus, Ohio Public Schools.
Columbus Public Schools, Ohio, Division of Special Services
Ohio Department of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; program planning; prevention; educational needs; community responsibility; school responsibility; self concept; behavior problems; personality; emotional adjustment; positive reinforcement; remedial instruction; student placement; staff role; special services; identification; individual characteristics; negative reinforcement; parent school relationship; Columbus; Ohio

Intended to provide administrators with information valuable in planning school involvement with emotionally disturbed, the text present suggestions to a variety of questions on this subject. Questions on the nature and importance of the problem focus on emotional disorder, its relationship to behavior and achievement, and incidence, while questions on theoretical orientations concern the value of theories, adaptation and coping, and learning processes. Aspects of prevention and reduction considered are the worth of success experiences, the effects of high anxiety punishment, and proper placement and remedial teaching. Descriptions of critical issues include the influence and number of school personnel, the school role in prevention, teacher training, educational programing, parent change, special classes and services, school and community responsibility, program evaluation, and remission. Recommendations are made for program development. Appendixes include a description of project activities, a letter of confirmation, reports of field investigations, and advisory committee comments. (RJ)

ABSTRACT 11988

EC 01 1988 ED 031 020
Publ. Date 69 490p.
Harshman, Hardwick W., Ed.
Educating the Emotionally Disturbed; A Book of Readings.
EDRS not available
Thomas Y Crowell Company, 201 Park Avenue South, New York, New York 10003 ($5.50).

Descriptors: exceptional child education; emotionally disturbed; educational programs; teaching methods; teacher education; individual characteristics; instructional materials; student school relationship; special classes; special schools; residential schools; teacher qualifications; curriculum; identification; therapeutic environment; psychiatric hospitals; resource teachers; parent participation; community programs; case studies (education)

Selected readings treat education of the emotionally disturbed. Aspects considered include the problems the emotionally disturbed pose for the school (10 articles) and approaches to their education, including theory, day classes in regular schools, special schools and residential centers (three, eight, five, and six articles respectively). Discussing classroom problems are two papers on curriculum and seven on techniques; eight papers describe preparing to teach the emotionally disturbed child. (JD)

ABSTRACT 11994

EC 01 1994 ED 031 026
Publ. Date Dec 67 97p.
Hewett, Frank M. and Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I-Elementary Level.
California University, Los Angeles, Graduate School Of Education;
Santa Monica Unified School District, California
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-7-062893-0377
BR-6-2893

Descriptors: exceptional child research; emotionally disturbed; behavior change; attention span; academic achievement; reinforcement; student evaluation; arithmetic; testing; teaching methods; program evaluation; rewards; behavior rating scales; class size; teacher aides; classroom design; scheduling; reading instruction; teacher role

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned tasks at centers in keeping with their individual problems and were awarded check marks every 15 minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute samples taken five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a 5 to 20% task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were significantly correlated with the presence of the engineered design. (Author/RJ)

ABSTRACT 12010

EC 01 2010 ED 010 265
Publ. Date 65 68p.
Deem, Michael A.; Porter, William R.
Development of a Program for the Re-Education and Rehabilitation of Emotionally Handicapped Male Adolescents within a Public School Setting.
Montgomery County Public Schools, Rockville, Maryland
Office of Education (DHEW), Washington, D. C., Division of Handicapped Children and Youth
EDRS mf,hc
OEG-32-30-0000-1025
BR-5-0968

Descriptors: exceptional child research; emotionally disturbed; program planning; student placement; educational guidance; behavior problems; demonstration projects; program evaluation; regular class placement; interdisciplinary approach; special classes

Major objectives of this demonstration project were to continue developing a prototype special class program for emotionally handicapped pupils (18 male adolescents), to devise methods of evaluation for the program, and to identify significant variables for further investigation and research. In planning the project, four problem areas had been isolated and the following methods of alleviating each had been proposed: develop a classroom program consistent with the learning characteristics of pupils in the program, involve a multidisciplinary team, provide for continuous supervision and support, and develop a program around a self contained unit fully integrated within a regular high school with continuous and increasing pupil integration. The last goal was attained more effectively than the others. However, the hope that gradual integration of pupils into regular classes would allow service to more pupils was not realized. Teachers expressed a need for more time, not more pupils. (JC)

ABSTRACT 20122

EC 02 0122 ED N.A.
Publ. Date Sep 65 6p.
Cohen, Rosalyn S.
Therapeutic Education and Day Treatment: A New Professional Liaison.
EDRS not available

Exceptional Children; V32 N1 P23-8 Sept 1965

Descriptors: exceptional child education; emotionally disturbed; program planning; behavior patterns; behavior problems; psychoeducational clinics; class activities; teachers; teacher qualifications; parents; psychologists; psychiatrists; social workers; primary education; educational therapy; Childrens Day Treatment Center and School; New York City; New York

A therapeutic program which applies clinical principles to the education of emotionally disturbed children is described. Aspects considered include the questions discussed by the staff as they planned the program, the development of the school from five to 24 children and from one to six teachers, present structure and grouping into a beginning, middle, and graduating class (equivalent to regular grades 1, 2, and 3), and the activities of those classes. Factors in teacher selection and the role of team spirit and collaboration are analyzed; the treatment plan involving the teacher, the psychiatrist, the parents, social workers, and a psychologist is described; and the carrying out of the treatment plan in the classroom is detailed in terms of the behavioral manifestations of emotionally disturbed children and the techniques of dealing with them. (JD)

ABSTRACT 20182

EC 02 0182 ED 031 850
Publ. Date 15 Mar 69 107p.
An Exemplary Program of Special Education for Handicapped Children and Demonstration Centers of Special Education. Evaluation: Project Adjustment, Title III, E.S.E.A.
Marion Community Unit School District #2, Illinois
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; program evaluation; psychoeducational clinics; special classes; case studies (education); identification; psychological evaluation; clinical diagnosis; inservice teacher education; recruitment; professional personnel; dropout prevention; communication (thought transfer); statistical data; demonstration centers; professional services; Project Adjustment

Ten objectives determined to meet the needs of emotionally disturbed children and incorporated into Project Adjustment are described and evaluated. Case studies, reports, graphs, and records illustrate the success or failure of the following objectives: provision of special education for more students; individual diagnosis and placement; inservice programs for local staffs; increased number of clinic staff; provision of professional staff on a countrywide basis; reduction of student drop-outs; development of a system of communications for the demonstration center; development of procedures for adequate screening; provision of a demonstration for the southern area of the state; and provision of a special demonstration class of maladjusted children at Southern Illinois University. (RJ)

ABSTRACT 20286

EC 02 0286 ED N.A.
Publ. Date May 69 9p.
Weinstein, Laura
Project Re-Ed Schools for Emotionally Disturbed Children: Effectiveness as Viewed by Referring Agencies, Parents, and Teachers.
EDRS not available
Exceptional Children; V35 N9 P703-11 May 1969

Descriptors: exceptional child research; emotionally disturbed; educational therapy; residential schools; behavior change; program evaluation; parent attitudes; student adjustment; academic achievement; behavior rating scales; teacher attitudes; Project Re-Ed

The home and school adjustment of children who entered two Re-Ed schools for emotionally disturbed children were studied before and after the Re-Ed intervention. The schools offered a short term residential program for school age, preadolescent children, who were too disturbed or disturbing to be maintained at home or in a regular school, but who did not require hospitalization. Three scales were developed to measure dimensions of particular interest: the Symptom Checklist of problem behaviors; the Social Maturity Scale adapted from the Vineland; and the Semantic Differential of the child as described and as desired by the parent. According to their parents, after Re-Ed the children displayed fewer symptoms, were more socially competent, were more relaxed, and were less aggressive and more dominant than they had been. Their teachers saw them as being less disruptive in class, working harder, being more able to face new or difficult situations, and having better relationships with their classmates. Improvement in academic adequacy was significant for children from one of the two schools; they showed a substantial increase in rate of acquisition of academic skills after Re-Ed, but they were not up to age or grade norms. (Author/LE)

ABSTRACT 20859

EC 02 0859 ED 028 555
Publ. Date Oct 68 499p.
Special Education Diagnostic and Resource Center Project, 1967-68. ESEA Title III Evaluation Report.
Wichita Unified School District 259, Kansas
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
P-66-1090

Descriptors: exceptional child research; student evaluation; special classes; ancillary services; resource centers; emotionally disturbed; learning disabilities; aurally handicapped; mentally handicapped; physically handicapped; underachievers; case studies (education); testing; community programs; cooperative programs; professional personnel; program evaluation; Wichita; Kansas; Elementary and Secondary Education Act Title III Project

The project provided for the second year of operation of a special education diagnostic and resource center, special classes, and supportive services for handicapped children and youth between the ages of 3 and 21. Cooperation was obtained from existing community agencies, participating school districts, and local private practitioners. Center staff included coordinators, psychologists, social workers, a librarian for the visually handicapped, a peripatologist, and consultants in art, music, and physical education. The supplementary classroom program provided placement in the following categories: learning disabilities, hearing handicapped, severely orthopedically handicapped, trainable mentally handicapped, emotionally disturbed, and Negro underachievers. Counseling services for parents, consultative services for supplementary or regular classrooms, resource materials and equipment, and materials and equipment for the visually handicapped and blind were also provided. Both test and non-test sources of data were used to evaluate the project; teacher ratings and consultant reports indicated that most of the pupils were improving in attitudes, skill areas, and group functioning. Of the 131 pupils served in supplementary classrooms, 28 were returned to regular class programs. Teaching methods are reported in case studies. (LE)

ABSTRACT 20865

EC 02 0865 ED 028 562
Publ. Date Dec 68 24p.
Wiggins, James E.
Status Report of Title VI-A Special Education Projects in Colorado.
Colorado State Department of Education, Denver, Division of Special Education Services
EDRS mf,hc
Colorado State Department of Education, Division of Special Education Services, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203.

Descriptors: exceptional child education; state programs; program descriptions; federal aid; aurally handicapped; ppecial classes; legislation; speech therapists; physically handicapped; summer programs; inservice teacher education; preschool programs; identification; learning disabilities; emotionally disturbed; teacher aides; mentally handicapped; visually handicapped; experimental programs; Colorado; Elementary and Secondary Education Act Title VI Program

Amendments to Title VI of the Elementary and Secondary Education Act and financial expenditures in Colorado are considered. Six programs on the following topics are described: development of an aide program for the speech correctionist; preschool programs for educationally handicapped students; stimulation of classes for the physically handicapped; summer experience programs for the emotionally disturbed; aural and vis-

ual identification programs; and an inservice program for the training of regular classroom teachers for the purposes of identifying educationally handicapped children. (LE)

ABSTRACT 20928

EC 02 0928 ED 028 554
Publ. Date 67 71p.
Richman, Vivien
Mental Health Services Program, 1967 Report. ESEA (Elementary and Secondary Education Act) Title I Projects.
Pittsburgh Public Schools, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; inservice education; special classes; interdisciplinary approach; identification; cooperative planning; student evaluation; educational planning; community agencies (public); family environment; admission criteria; staff role; program evaluation; resource teachers; adjustment (to environment); administration; professional education

The Mental Health Services Program (MHS) was established in 1965 to provide services to schools including identification of emotionally disturbed children, treatment, training school personnel in mental health principles, and serving as a resource for a variety of problems. Six adjustment classes in elementary schools and six resource rooms in secondary schools were developed and supported by consultation conferences aimed at psychoeducational diagnoses and including teachers, a psychiatrist, and a social worker. Crisis consultations were utilized to handle emergency cases. In the 1966-67 school year, 65 of the 400 crisis consultations concerned suicide; seminars with interested school personnel served 115 teachers, supervisors, and principals; and 727 children, aged 6 to 19, were referred to the program, 75 of whom were admitted to the adjustment classes and 225 to the resource programs. Aggressive behavior was the most frequent cause of referral. No significant differences in achievement, report card grades, citizenship, absence, or tardiness were found; out of 1,392 ratings by teachers on student behavior, relationship with other children and relationship with authority showed the highest precentage of improvement (69%) while conformity to school rules and participation in class activities were next (64%). Conclusions were that the program was a promising beginning toward meeting the mental health needs of students. (RP)

ABSTRACT 21198

EC 02 1198 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania
Mental Health Association of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania;
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantagged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

ABSTRACT 21465

EC 02 1465 ED 034 343
Publ. Date Aug 69 218p.
Special Education and Resource Center Project, 1966-69. ESEA Title III Final Evaluation Report.
Kansas State Board of Education, Wichita, Unified School District 259
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; educational facilities; special services; program evaluation; learning disabilities; aurally handicapped; orthopedically handicapped; trainable mentally handicapped; emotionally disturbed; educable mentally handicapped; Negro youth; low achievers; evaluation methods; educational diagnosis; community programs; counseling; student evaluation; Kansas

At the end of a 3-year period a diagnostic and resource center and its services were evaluated. Questionnaires, tests, case histories, interviews, and rating scales indicated that the center was effective in creating an awareness of diagnostic needs and programs and in providing educational programs, psychological services, medical services, and therapy for handicapped children. The following supportive services were provided: parental counseling, consulting for supplementary and/or regular classrooms, resource materials and equipment, and mobility orientation. In addition, placement was provided for nearly 200 pupils; academic growth was shown; pupils improved in skill areas, attitudes, and ability to function in group activities; and 53 pupils were able to return to regular classroom programs. Reactions to all services were commendatory, efficient diagnostic and screening procedures were developed, and effective classroom programs were established. The project demonstrated that a school oriented center could coordinate activities involving schools, patrons, and community agencies. (Author/JM)

ABSTRACT 21491

EC 02 1491 ED 034 369
Publ. Date Jun 69 348p.
Brill, Richard G. and Others
Pilot Program with Seriously Emotionally Disturbed Deaf Children. Final Report.
California School for the Deaf, Riverside

Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-7-062422-0208

Descriptors: exceptional child research; aurally handicapped; emotionally disturbed; case studies (education); behavior change; parent attitudes; reading achievement; arithmetic; parent counseling; program evaluation; reinforcement; student evaluation; clinical diagnosis; adjustment (to environment)

To modify behavior and teach basic skills and subject matter, 16 emotionally disturbed deaf boys were involved in a pilot project to enable them to return to regular classes. The program featured a small staff-pupil ratio, application of behavior modification techniques, engineered instruction, individualized self-instructional curriculum materials, coordinated classroom and dormitory activities, manual communication, and parent education. Results showed that changes in class conduct and self-control were significant; reading skills showed good improvement; significant gains were made in arithmetic; interpersonal rapport improved among the boys and also with adults; and parents were enthusiastic about changes in their children. One of the 16 boys is deceased, one returned to a psychiatric hospital, and eight of the remaining 14 became successful participants in regular classes for the deaf. Extensive appendixes, tables, lists of figures pertaining to the project results, and case studies are included.(AuthorJM)

ABSTRACT 21758

EC 02 1758 ED 035 137
Publ. Date Jun 69 42p.
Better Education for Handicapped Children. Annual Report, FY 1968.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; federal aid; annual reports; program costs; program evaluation; speech handicapped; visually handicapped; mentally handicapped; aurally handicapped; physically handicapped; emotionally disturbed; state programs; special services; administration; expenditures; incidence; professional education; inservice teacher education; federal legislation

Included in the report are an overview of federal assistance to special education, graphs indicating percentages of handicapped children who have been served (broken down by type of handicap and by state), and program expenditures listed according to types served and services provided. Also discussed are the benefits of individual instruction, training programs for personnel, and program achievements with statements from 14 states concerning their programs. Public Law 89-313 is reviewed by types of handicapped children, length of program, the total expenditure by type, expenditure by type of service, objectives in organization and instructional areas, and allocations to state agencies. Also outlined is a review of Title Iv-A by type of handicap, geographical area, length of program, expenditures by types of service and types of handicaps, by total school district, and by total expenditures for projects and state administration. Graphs and charts are provided throughout. (JM)

ABSTRACT 21852

EC 02 1852 ED N.A.
Publ. Date May 70 2p.
Wood, Frank H.
Followup Training Program Graduates.
EDRS not available
Exceptional Children; V36 N9 P682-3 May 1970

Descriptors: teacher education; followup studies; program evaluation; graduate study; masters degrees; emotionally disturbed; questionnaires; graduate surveys

A questionnaire was sent to 46 graduates of the Masters Degree level training program for teachers of emotionally disturbed children at the University of Minnesota in which graduates were questioned regarding their present type of work and their retrospective evaluation of the relevance of the training program to their work. Analysis of the data showed that twenty of the graduates (47%) were teaching children with learning and/or adjustment problems and 90% had been or were currently involved in other ways with the education of such children. Recommendations for more coursework and field experiences to develop greater practical skills were also noted. (RD)

ABSTRACT 21953

EC 02 1953 ED 036 932
Publ. Date 68 41p.
Guides to Special Education in North Dakota. V, Visiting Counselors to School Children Who are Socially and Emotionally Maladjusted.
North Dakota State Department of Public Instruction, Bismarck
EDRS mf,hc

Descriptors: exceptional child education; state programs; emotionally disturbed; socially maladjusted; counseling services; mobile educational services; itinerant teachers; program administration; program planning; individual characteristics; counselor selection; counselor qualifications; counselor role; referral; counselor functions; North Dakota

North Dakota's visiting counselor program for socially and emotionally maladjusted children is described in terms of its purposes and personnel and the need and bases for it. The school administrator's responsibility for the program is considered, and program organization is detailed. Identifying children needing help and referring them to the counselor are discussed, along with informing teachers in the schools. Information on the visiting counselor covers role, responsibilities, competencies, and selection. Record and state forms and a discussion of special education are included. (JD)

ABSTRACT 21956

EC 02 1956 ED 036 935
Publ. Date 69 28p.
Bower, Eli M. and Others
Project Re-ED: New Concepts for Helping Emotionally Disturbed Children.
George Peabody College for Teachers, Nashville, Tennessee
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; residential schools; inservice teacher education; program evaluation; behavior change; academic achievement; adjustment (to environment); self concept; interpersonal relationship; counseling; counselors; program development; counseling instructional programs; Project Re-ED

To meet the needs of emotionally disturbed children, a residential program was planned to provide re-education for such children and training for the teaching staff. A model school served 40 children, aged 6 through 12, in five groups, each having a team of two teacher counselors and a liaison teacher backed by consultants. Teacher and parent ratings 18 months after discharge indicated moderate or great improvement for 80% of the children; additional ratings also indicated improvement. The project process, experience, cost, and manpower development program were considered as well. (JD)

ABSTRACT 21964

EC 02 1964 ED 036 943
Publ. Date (68) 87p.
Planning a Special Education Building for Chester County, Pennsylvania.
Chester County Schools, West Chester, Pennsylvania
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
BR-66-2125

Descriptors: exceptional child education; handicapped children; program improvement; educational facilities; county school systems; student placement; mentally handicapped; learning disabilities; emotionally disturbed; physically handicapped; visually handicapped; aurally handicapped; student transportation; program planning; community; educational equipment; personnel; architectural programing; school design; Chester County (Pennsylvania)

Chester County (Pennsylvania) is described in terms of its demography and its school system; its special education program is also reviewed. Placement and program organization are outlined for the trainable mentally retarded, brain injured, socially and emotionally disturbed, and physically, visually, or auditorially handicapped. The need for program improvement is explained, including the need for facilities, equipment, staff, and transporation. The planning process and conclusions are discussed as are 14 recommendations for the design of a county special education facility. Nine consultants' opinions are presented concerning a central facility as opposed to dispersion of classes; 10 consultants' reports are appended. An additional flier provides the architectural plans. (JD)

ABSTRACT 21972

EC 02 1972 ED 036 951
Publ. Date May 68 141p.
The Diagnostic and Adjustment Center. End of Budget Period Report.
St. Louis Board of Education, Missouri
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; psychoeducational clinics; student evaluation; interdisciplinary approach; educational programs; program evaluation; emotionally disturbed; behavior problems; anti social behavior; reinforcement; teaching methods; classroom environment; academic achievement; consultation programs; case studies (education); counseling

A pilot project to provide educational, psychological, and social services for elementary school children who are educationally retarded, emotionaliy disturbed, or socially maladjusted was developed to help a school system deal more effectively with disruptive or learning disabled children. An interdisciplin-

ary approach was used and three major types of activities were implemented: social, educational, and psychological diagnoses with planned remediation; development of eight special classes; and a consultation program to help regular class teachers recognize incipient difficulties. These activities are described as are pupil behaviors in the classes and an evaluation of 27 experimental students who had been in the project for a minimum of 6 months. In reading and arithmetic achievement and on the full scale Wechsler Intelligence Scale for Children the experimentals progressed significantly more than controls who remained in regular classes. The pilot program was considered a success and a new program has begun focusing on expanding the service and training already initiated. Appendixes contain records, applications, forms, reports, and case studies. (RJ)

ABSTRACT 22248

EC 02 2248 ED N.A.
Publ. Date Apr 70 5p.
Thomas, Elizabeth C.; Feltner, Raymond L.
A Team Approach to Mental Health in a Rural Community School.
EDRS not available
Focus on Exceptional Children; V2 N2 P7-11 Apr 1970

Descriptors: exceptional child education; emotionally disturbed; rural schools; interdisciplinary approach; program evaluation

A program using the team approach was developed in a rural school to assist emotionally disturbed students. After screening 600 children, five were selected to participate and had individual psychiatric interviews. After a social worker compiled home life histories, a six member team formulated in-school and out-of-school programs for each child. The supportive teacher provided individual tutoring; four phases of inservice training were included. After 1 year it was felt that the children's pathology had not been altered, but that their self concepts had improved. Held to be of greater significance was the impact of the school social worker on parents in convincing them that the child needed professional help. (RJ)

ABSTRACT 22270

EC 02 2270 ED N.A.
Publ. Date Apr 70 3p.
Talkington, Larry; Watters, Lenore
Programming for Special Class Misfits.
EDRS not available
Mental Retardation; V8 N2 P27-9 Apr 1970

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; behavior change; program descriptions; educational planning; teaching methods; behavior problems; engineered classroom

The behaviorally disruptive, withdrawn or seriously disturbed child has often been excluded from special education programs for the retarded despite a functioning level concomitant with participating peers. The paper describes an engineered classroom program wherein specific response patterns leading to exclusion were subjected to behavior modification techniques. The results of the pilot project are evaluated and discussed regarding implications for future programing. (Author)

ABSTRACT 22524

EC 02 2524 ED 038 794
Publ. Date Jun 68 148p.
A Diagnostic, Counseling, and Remedial Center: Preliminary Project Evaluation.
Vigo County School Corporation, Terre Haute, Indiana
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
OEG-3-6-000451-0252
BR-451

Descriptors: exceptional child services; clinical diagnosis; intervention; emotionally disturbed; learning disabilities; interdisciplinary approach; case studies (education); social adjustment; personal adjustment; special classes; remedial reading programs; minimally brain injured; psychological evaluation; individual characteristics; program evaluation; adjustment problems; academic achievement; Elementary and Secondary Education Act Title III Project

Children having problems in adjusting to school are referred to the Center. An interdisciplinary team evaluates each child for possible placement in a controlled therapeutic classroom. Provided here as preliminary project evaluation are a sample psychological report and a psychometric summary sheet. Case studies are given for children in the personal and social adjustment classes, in remedial reading and special therapy, and in classes for the minimally brain damaged. Also included are remarks by parents, physicians, agencies, and parochial schools, and by pupils involved, all gathered in monitoring the program. Research evaluating the psychological data collected is summarized, and research utilizing interaction analysis proposed. (JD)

ABSTRACT 22539

EC 02 2539 ED 038 809
Publ. Date Nov 69 92p.
Hewett, Frank M. and Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School; Phase Two: Primary and Secondary Level. Final Report.
Santa Monica Unified School District, California
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-071298-2799(032)
BR-7-1298

Descriptors: exceptional child research; behavior problems; learning disabilities; behavior change; academically handicapped; reading; regular class placement; special classes; classroom environment; academic achievement; behavior rating scales; reinforcement; learning readiness; class management; Elementary and Secondary Education Act Title III Project; engineered classrooms

Following its initial year, an engineered classroom for educationally handicapped (EH) children was replicated and extended. Evaluation indicated that the program could effectively increase emphasis on reading and include both primary and secondary students. Reintegration in the regular classes for EH children could be done on both a gradual and compulsory basis; the difficulty was in accurately assessing a given child's readiness for limited or total reintegration. The preacademic focus of the primary classes (ages 6 to 8) was validated in that a majority of subjects from the 1st year who had returned to regular classes were average or above in their functioning after 1 or 2 years in the program. Also EH children in the engineered classrooms outdistanced children in regular EH classes and approached or exceeded normal controls academically and behaviorally. Appendixes describe the engineered classroom and its dissemination and provide a behavior problem checklist and instructions for a frequency count of deviant behavior. (Author/JD)

ABSTRACT 22654

EC 02 2654 ED N.A.
Publ. Date Jul 70 5p.
Lennan, Robert K.
Report on a Program for Emotionally Disturbed Deaf Boys.
EDRS not available
American Annals of the Deaf; V115 N4 P469-73 Jul 1970

Descriptors: exceptional child research; multiply handicapped; program evaluation; emotionally disturbed; aurally handicapped; program descriptions; behavior change; intervention

To determine the effectiveness of behavior modification techniques on the behavior of emotionally disturbed, deaf boys, 16 boys (between ages 7 and 12, IQ of 85 or slightly above) were enrolled in a 2 year program. Techniques used included positive reinforcement, gradual reward deferment, checkcards, interventions, dormitory checkcards, and a small (one to four) staff-student ratio. Seven of the subjects reportedly made satisfactory adjustments into the regular classroom and the others will be included in a further program. The conclusion is that behavior modification techniques can be useful in the education of the emotionally disturbed, deaf child. (JM)

ABSTRACT 22833

EC 02 2833 ED N.A.
Publ. Date 60 292p.
Kephart, Newell C.
The Slow Learner in the Classroom.
EDRS not available
Charles E. Merrill Books, Inc., 1300

Alum Creek Drive, Columbus, Ohio 43209.

Descriptors: exceptional child education; slow learners; achievement; learning readiness; preschool children; perceptual development; learning activities; readiness skills; motor development; teaching methods; instructional materials; child development; rating scales

Designed for classroom teachers, the text discusses the development and achievement of preschool children, skills and abilities in simple tasks, motor bases of achievement, the perceptual process, development of form perception, and space discrimination. A perceptual rating scale to identify children with inadequate readiness skills, and training activities useful in the classroom to develop the readiness skills such as chalkboard training, sensory motor training, ocular control, and form perception are described. (LE)

ABSTRACT 22884

EC 02 2884 ED 040 536
Publ. Date 68 395p.
Haring, Norris G.; Hayden, Alice H.
Instructional Improvement: Behavior Modification.
Child Study and Treatment Center, Fort Steilacoom, Washington
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; behavior change; teaching methods; experimental programs; educational technology; controlled environment; research needs; autism; behavior problems; operant conditioning; program evaluation; reading instruction; computer assisted instruction; student evaluation; behavior development; administration; evaluation methods; special classes

Sixteen papers are provided. B.F. Skinner discusses the arrangement of contingencies for learning; Lloyd Homme describes behavioral engineering; and Frank Hewett considers behavior modification in special education. Also treated are experimental education by Norris Haring, program evaluation by Arthur Lumsdaine, and administration of special classes by Harold Kunzelmann. John Cawley presents a system of initial reading instruction; Max Jerman surveys computer assisted instruction; and Thomas Robertson examines the impact of educational technology. Further papers are on teaching children with behavior disorders by Richard Whelan, developing cooperative social behavior by Laurence Peter, providing academic and social classroom management by Harold Kunzelmann, and using operant reinforcement with autistic children by Charles Ferster. In addition, Thomas Lovitt sets forth a basis for systematic replication of a contingency mangagement classroom; Richard Kothera discusses educational environments and administration; and Max Mueller reviews trends in research in the education of the handicapped. (JD)

ABSTRACT 23248

EC 02 3248 ED 011 121
Publ. Date Nov 66 21p.
Friedman, Simon B.; Soloff, Asher
A Vocational Development Program for Emotionally Disturbed Adolescents.
Jewish Vocational Services and Employment Center, Chicago, Illinois
EDRS mf,hc
VRA-RDO1216-P
Paper Presented at the Association of Rehabilitation Centers Conference (Philadelphia, Nov. 30, 1966).

Descriptors: exceptional child research; vocational education; emotionally disturbed; residential centers; vocational development; staff role; adolescents; counselors; vocational counseling; behavior development; work experience programs; interagency coordination; experimental programs; demonstration programs

A vocational development program provided 4 years of service for emotionally disturbed adolescents who were attending school and living in residential treatment centers. The program consisted of a rehabilitation workshop, concomitant vocational counseling, and group vocational orientation services. In addition, individual programing presented the youngsters with increasingly difficult vocational situations. Close coordination between the vocational services and the therapeutic plan of treatment in the residential centers was emphasized. To test the hypothesis that work-focused vocational programing may be more effective if begun in early adolescence, an experimental group, aged 14 to 15, and a control group, aged 16 to 18, were chosen. Evaluation of the programs is to be made by comparing the two groups on the measures administered during the program and vocational performance of the trainees in the community after completing the programs. Elements which should be incorporated into a vocational rehabilitation program are identified and described. (PS)

ABSTRACT 23464

EC 02 3464 ED 041 425
Publ. Date Nov 69 94p.
Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children. Proceedings of the Institute on Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children, November 24-26, 1969.
State University of New York, Albany, State Educational Department
EDRS mf,hc

Descriptors: exceptional child education; neurologically handicapped; emotionally disturbed; teaching methods; learning disabilities; language development; audiovisual aids; educational programs; program planning; student evaluation; clinical diagnosis; conference reports

The proceedings report papers, discussions, and other institute activities. Included are papers by Bonnie Kirkham on the classroom observation, via film, of emotionally disturbed children; Pearl Breslow on the translation of clinical findings into everyday classroom planning; and Gerri Bradley on the role of language therapy in the education of the handicapped. Summaries are given of Carl Fenichel's papers on the evolution of the League School for Seriously Disturbed Children in New York City, the fading lines between emotionally disturbed and neurologically impaired, and teaching disturbed children. Also reported are a question and answer session, demonstrations of the overhead projector and the language master, and evaluation of the institute. Suggested instructional materials and equipment are listed, and a format for teacher reports is appended. (JD)

ABSTRACT 30101

EC 03 0101 ED 043 175
Publ. Date 70 213p.
Braun, Samuel J.; Lasher, Miriam G.
Preparing Teachers to Work With Disturbed Preschoolers.
Tufts University, Medford, Massachusetts
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
Department of Child Study, Tufts University, Medford, Massachusetts 02155.

Descriptors: teacher education; emotionally disturbed; preschool children; institutes (training programs); teacher role; teaching methods; seminars; workshops; teaching styles; program descriptions; preservice education; Tufts University (Massachusetts)

The program for training teachers of disturbed preschoolers conducted at the Department of Child Study at Tufts University is described in terms of origin and need, administrative concerns, and the philosophy regarding the role of a teacher with the emotionally disturbed. Additional aspects of the program which are discussed include the training model, seminar content, sensitivity training, curriculum workshops, procedures of tutoring, techniques of supervision, and summer consultation activities. Research studies on teaching styles and trainees' reactions to the program are also noted. Extensive bibliographies are provided in the appendix. (RD)

ABSTRACT 30321

EC 03 0321 ED N.A.
Publ. Date Oct 70 7p.
Weissman, Herbert N.
Implications for the Education of Children with Emotional and Social Disturbances.
EDRS not available
Journal of Learning Disabilities; V3 N10 P502-8 Oct 1970

Descriptors: exceptional child education; emotionally disturbed; socially maladjusted; educational diagnosis; teacher role; curriculum

Discussed are the factors involved in the education of children with emotional and social disturbances. The roles of the

school, the program, and particularly the teacher are emphasized. Criteria for identifying such children are suggested. The personality of the child with an emotional disturbance is discussed, as are the implications of differential diagnosis for instruction. (Author)

ABSTRACT 30562

EC 03 0562 ED N.A.
Publ. Date 62 322p.
Haring, Norris G.; Phillips, E. Lakin
Educating Emotionally Disturbed Children.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; emotionally disturbed; program descriptions; educational methods; special classes; teaching methods; parent role; class organization; hyperactivity

The book concerns hyperactive, emotionally disturbed children and how the schools can help them when adequate diagnostic personnel and an educational program based on a realistic learning theory are employed. Educational practices are reviewed and recent developments in structuring classroom learning outlined. Described is an experiment in educating emotionally disturbed children in a public school system, an experiment out of which grew the educational methods described in the following chapters. These chapters deal with establishment of classes (referral and classroom organization), personnel considerations, methods and materials for special classes, handling specific problem situations, working with parents, and generalizing results to other cases. Appended are protocols from parent group meetings, teachers' observations, and directions. (KW)

ABSTRACT 30985

EC 03 0985 ED N.A.
Publ. Date Dec 70 4p.
Wadsworth, H. G.
Meeting Socio-Educational Needs.
EDRS not available
Childhood Education; V47 N3 P148-51 Dec 1970

Descriptors: exceptional child services; emotionally disturbed; pupil personnel services; school services; counseling; elementary schools; school social workers; social services; educational diagnosis; program descriptions

Described is a preventive approach toward improving the mental health of students at Ridge Elementary School (Elk Grove Village, Illinois). The activities of the expanded Student Services Department and its multidisciplinary coordinating team (nurse, psychologist, social worker) are outlined. Two case illustrations accompany the discussion. (KW)

ABSTRACT 31002

EC 03 1002 ED 044 892
Publ. Date 70 24p.
Model Programs Childhood Education: Dubnoff School for Educational Therapy.
Office of Education (DHEW), Washington, D. C., National Center for Educational Communication
Office of Economic Opportunity, Washington, D. C.
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child education; educationally disadvantaged; demonstration projects; educational therapy; special schools; learning disabilities; emotionally disturbed; program descriptions; Dubnoff School for Educational Therapy (California)

Described as one of 34 booklets in a series of promising programs on childhood education, the report provides information on the Dubnoff School for Educational Therapy (California). Aspects of the program designed for the educationally disadvantaged are discussed including its origin, nature of the population, parental involvement, objectives and structure, facilities and staff, financial concerns, and specific materials and approaches. Sources of additional information on the school are also provided. (RD)

ABSTRACT 31009

EC 03 1009 ED 046 139
Publ. Date Aug 70 75p.
Garfunkel, Frank
Development of a Setting and an Attitude: Disturbance in Head Start.
Boston University, Massachusetts, Head Start Evaluation and Research Center
Office of Economic Opportunity, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; emotionally disturbed; environmental influences; program attitudes; administrator attitudes; bias; research design; administrator role; attitudes; community role; behavior patterns; preschool children; program effectiveness; clinics; Head Start

Presented is the final report of the South End Project of the Boston University Head Start Evaluation and Research Center. In a Head Start community a setting was created to study and service preschool children with emotional and social disturbances from low income homes. During the 3-year project, 112 children were seen, families interviewed, referrals made, special programs developed, and follow-ups initiated. Attention was especially paid to the language used to describe disturbed behavior, the use of alternatives as educational-treatment devices to involve parents and community, the roles of professionals and other workers, and the use of behavioral variation as a conceptual vehicle for facilitating understanding of disturbance. Evidence was presented to support the argument that disturbance has to be studied in particular settings (either created or chosen), and that the findings will be a function of that setting. It is emphasized that, because lower income settings are particularly foreign to middle class researchers, they are very susceptible to bias, and that only after setting-specific connections have been made and understood can generalization be possible. One is warned to be wary of generalizing a problem when it is simply a manifestation of a particular setting. (Author/KW)

ABSTRACT 31242

EC 03 1242 ED 046 158
Publ. Date 70 91p.
The Role of Media in the Education of Emotionally Handicapped Children. Proceedings of a Special Study Institute (Riverhead, New York, April 22-24, 1970).
New York Education Department, Albany, Division for Handicapped Children;
Suffolk County Board of Cooperative Educational Services, Patchogue, New York
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; media technology; computer assisted instruction; televised instruction; instructional media; instructional materials centers; typewriting; closed circuit television; conference reports

Summarized are the proceedings of the Special Study Institute, attended by directors of special education and of educational communications, and by teachers of emotionally handicapped children. Several projects in the fields of special education media were presented and reviewed, illustrating innovative approaches to teaching emotionally handicapped children. Presentations covered computer-based instructional units, use of media by teachers, the talking typewriter, computer-assisted instruction, analysis of student behavior via closed circuit television, and implications of educational television. Also included are the keynote address by Raymond Wyman and a discussion of the Special Education Instructional Materials Centers (SEIMCs). (KW)

ABSTRACT 31256

EC 03 1256 ED 046 172
Publ. Date Sep 70 236p.
Vails, Lavolia W. and Others
ESEA Title III Special Education Projects: Fiscal Year 1970. Final Evaluation Report.
District of Columbia Public Schools, Washington, D. C.
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; educational programs; program evaluation; aphasia; rubella; trainable mentally handicapped; emotionally disturbed; multiply handicapped; deaf blind; mentally handicapped; District of Columbia; Elementary and Secondary Education Act Title III

Five experimental programs in the District of Columbia, which were implemented in 1968-69 and have served 116 handicapped children, are evaluated. The

programs provided individualized instruction for aphasic, rubella, severely mentally retarded, seriously emotionally handicapped, and multiply handicapped children. A summary and a consultant's detailed evaluation of each program are included. The extent to which programs met their objectives, strengths and weaknesses, successes and failures are examined, and recommendations offered. Descriptive statistical data is included. Programs concentrated upon the development of linguistic and conceptual ability for aphasics, behavior modification principles in the emotionally handicapped program, the training of adaptive behaviors for the mentally retarded, and comprehensive education for the multiply handicapped deaf and the rubella children. (KW)

ABSTRACT 31367

EC 03 1367 ED N.A.
Publ. Date Feb 71 6p.
Glavin, John P. and Others
Behavioral and Academic Gains of Conduct Problem Children in Different Classroom Settings.
EDRS not available
Exceptional Children; V37 N6 P441-6 Feb 1971

Descriptors: exceptional child research; emotionally disturbed; special classes; socially deviant behavior; behavior change; program descriptions; positive reinforcement; academic achievement

A 2 year research study was completed with conduct problem children who presented severe difficulties in the public school system and were placed in experimental special classrooms. In the first year (1967) the program emphasized the elimination of grossly deviant behaviors and the acquisition of attending behaviors as precursors for academic gain. Program emphasis was changed the second year (1968) to stress rewards for academic performance. Attractive reinforcers were attached to appropriate academic tasks in the context of a highly structured classroom program. A comparison of the academic and behavioral results of the 2 years is presented and discussed. (Author)

ABSTRACT 31393

EC 03 1393 ED 046 197
Publ. Date Aug 70 14p.
Bilsky, Linda
Evaluation of a Specialized Nursery School Program for Emotionally Disturbed Children. Interim Report.
Columbia University, New York, New York, Teachers College
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; emotionally disturbed; preschool education; evaluation techniques; program evaluation; nursery schools; evaluation criteria; classroom observation techniques

The purpose of the study was to evaluate the usefulness of teacher rating and observational techniques in the evaluation of a preschool program for emotionally disturbed children. Eleven children (nine boys and two girls) participated in the project occurring within the preschool program during one academic year. Teacher ratings were felt to reveal that children enrolled in the program improved in overall functioning during the course of the year. Both teacher ratings and observational techniques were judged to reflect marked gains in social development of the children and were generally felt to be useful tools for evaluation of such a program. (Author/CD)

ABSTRACT 31598

EC 03 1598 ED 047 456
Publ. Date 69 57p.
Doernberg, Nanette and Others
A Home Training Program for Young Mentally Ill Children.
League School for Seriously Disturbed Children, Brooklyn, New York
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; early childhood; parent education; parent child relationship; longitudinal studies; family (sociological unit); parent role; program descriptions; intervention

To develop a meaningful intervention for waiting list families and their preschool emotionally disturbed children, a home training program for the parent and child was initiated. The focus of the program was on productive cooperation between parents and professionals. During a period of 2 years, 45 families completed the program. The program consisted of individual instruction with a parent, and parent and professional group meetings on a regular basis. The researchers felt the program of direct approach to parents offered an effective, realistic approach to the very young emotionally disturbed child to whom traditional therapies were often unavailable. It was concluded that the approach improved the mental health of the family by strengthening the parents' self concept and enabling them to use themselves more productively as family members. (CD)

ABSTRACT 31600

EC 03 1600 ED 047 458
Publ. Date 70 73p.
Weinberg, Steve, Ed.
Working with the Ecology: The Liaison Teacher-Counselor in the Re-Education School.
Tennessee State Department of Mental Health, Nashville
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; professional personnel; counselor role; educational programs; school community relationship; staff role; ancillary services;

The liaison teacher counselor role as it functions in a reeducation school program for emotionally disturbed children is defined and described in some detail. The topic is approached from several vantage points: the relation of the liaison activities to the underlying philosophy of reeducation; the liaison functions as they implement the philosophy and ideas of the reeducation program; a case flow analysis of duties in order to establish the time sequence; requirements and characteristics needed to perform the liaison functions; and the application of liaison services to other community settings. (CD)

ABSTRACT 31711

EC 03 1711 ED N.A.
Publ. Date Mar 71 10p.
Peterson, Robert F. and Others
Training Children to Work Productively in Classroom Groups.
EDRS not available
Exceptional Children; V37 N7 P491-500 Mar 1971

Descriptors: exceptional child education; behavior problems; grouping (instructional purposes); group behavior; average students; teaching methods; reinforcement; study habits

The problem of grouping children in the classroom for the purpose of improving teaching has been traditionally approached by making groups homogeneous on the basis of age, intelligence test scores, achievement tests, or personality measures. Using an alternative approach, involving direct assessment of academic productivity and pretraining to work in groups, two studies are presented. Experiment 1 showed that through the management of reinforcement contingencies a teacher could develop and maintain a high rate of academic productivity in a group of two boys with school adjustment problems. Experiment 2, which applied similar techniques to a larger group, showed that high rates of work behavior could be maintained as the size of the group increased, and suggested that the roximity of the teacher may be related to the amount of study behavior generated. (Author)

ABSTRACT 31773

EC 03 1773 ED N.A.
Publ. Date 50 386p.
Bettelheim, Bruno
Love Is Not Enough: The Treatment of Emotionally Disturbed Children.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022 ($7.95).

Descriptors: exceptional child services; emotionally disturbed; residential programs; psychotherapy; therapeutic environment; child rearing; residential schools; program descriptions

Reported and discussed is the day-to-day life at the University of Chicago Sonia Shankman Orthogenic School, an institution for the treatment of 34 emotionally disturbed children, ages 6-14, and an experiment in therapeutic living. Events related are typical of what might occur during any day at the school. The discussion of how everyday situations are han-

dled in dealing with emotionally disturbed children often illustrates how mishandling brought about the disturbances being treated. Wide implications of the school's work for preventive psychology or preventive mental hygiene are noted. The school's approach is mainly psychoanalytic. The areas of activity covered are arrival at the school, waking up, in-between times (transition periods between scheduled activities), classes and learning, eating, rest and play, individual therapy sessions, outside contacts, in the bathroom, and bedtime. The text shows how everyday activities can be used in a purposeful way, and made carriers of personal relations and of the experience of mastering previously avoided tasks. Composite pictures of how emotional problems may be handled present ways of dealing with specific problem situations (such as waking in the morning). (KW)

ABSTRACT 31926

EC 03 1926 ED 048 689
Publ. Date 69 115p.
Kestenbaum, Clarice and Others
Evaluation of a Therapeutic Nursery Group.
Hudson Guild Counseling Service, New York, New York
New York State Department of Mental Hygiene, Albany
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; preschool education; educational therapy; evaluation; nursery schools; program descriptions; evaluation methods

A therapeutic nursery group set up to provide emotionally and behaviorally disturbed preschool children with a group play therapy experience was evaluated. The first portion of the report is devoted to the project itself, involving four groups of 20 children each, while part two involves the evaluation. Out of the pool of 80 children, 20 participants were identified for the sample. The evaluation rested primarily on the implementation of a structured schema, an adaptation of the Symptom Checklist, and availability of clinical case records maintained by the consulting psychiatrist and the teachers. Data was noted to suggest that the children learned to cope better, to interact more appropriately with their environment, and to function at a higher cognitive level than previously had been the case. The therapeutic nursery group approach was felt to be particularly effective for those children whose emotional problems were not severe enough to preclude their involvement in a day care center, yet whose problems were such that maximum growth and development was likely to occur only if specialized therapeutic attention was made available. (CD)

ABSTRACT 31972

EC 03 1972 ED 048 700
Publ. Date 70 34p.
Rules and Suggested Guidelines for the Education of Emotionally Disturbed Children.
Michigan State Department of Education, Lansing
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; state legislation; teacher qualifications; administration; program descriptions; Michigan

The background and goals of Michigan's program for the emotionally disturbed are discussed prior to a listing of rules and regulations governing the program. Administrative guidelines concern minimum school services, size of school district, definition and certification of emotional disturbance, the educational planning committee and procedures for program planning. Goals, types, and planning for educational programs are described, and the following general procedures are considered: organization, application for program approval, initiation of a program, personnel qualifications, state aid and how to claim it, transportation, tuition, and boarding care. Also provided are a paragraph on general supervision, a copy of the act authorizing programs for the emotionally disturbed, a copy of the rules and regulations, and requirements for teacher approval. (RJ)

ABSTRACT 32159

EC 03 2159 ED 049 579
Publ. Date Sep 70 115p.
U.S.O.E. Fellowship Students' Practicum Handbook for the Cooperative Psycho-Educational Training Program for Teachers of the Emotionally Disturbed.
Wayne State University, Detroit, Michigan;
Pontiac State Hospital, Michigan, Fairlawn Center
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; residential programs; teacher education; graduate study; cooperative programs; psychoeducational clinics; institutional schools; program descriptions; Michigan

The handbook is written for graduate students participating in the Wayne State University Fairlawn Center Cooperative Psycho-Educational Training Program for Teachers of the Emotionally Disturbed. The material is intended as an orientation to the scope of the total program of Fairlawn Center (Pontiac State Hospital, Child Psychiatry Division), which serves emotionally disturbed children in 10 Michigan counties, as well as an orientation to the practicum situation and a general resource manual. Information is provided on the development of Fairlawn Center and of the cooperative Psycho-Educational Training Program with the Department of Special Education and Vocational Rehabilitation of Wayne State University, the actual physical milieu, the U.S.O.E. master's fellowship student, graduate student schedules and assignments, procedures of evaluation and self-evaluation, phases of training, and the daily routines and policies of Fairlawn Center. (KW)

ABSTRACT 32723

EC 03 2723 ED 052 564
Publ. Date 71 255p.
Stone, Thomas E.
Organizing and Operating Special Classes for Emotionally Disturbed Elementary School Children.
EDRS not available
Parker Publishing Company, 1 Village Square, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; emotionally disturbed; special classes; educational programs; elementary school students; program design; program descriptions; administration; curriculum design

Provided for public school systems are educational guidelines for setting up special classes for emotionally disturbed elementary school students. Described is a preventive-developmental program, based on successful experiences in form school districts, which provides for a complete school team approach. Detailed are the steps involved in organizing and implementing such a Transition-Adjustment class program, beginning with a discussion of how to organize a district program and procedures for identifying, screening, and placing the disturbed child. Curriculum content and organization are discussed, as are materials and equipment. Also examined are effective teaching techniques and the characteristics and roles of Transition-Adjustment class teachers and principals. In addition, how to establish a special physical education program and how creative activities in art and other subjects can be important factors in overall growth are explained. Procedures for gradually returning a child to regular classes and points to consider in planning a summer Transition-Adjustment class program are also covered. Appendixes contain sample budgets and forms. (KW)

ABSTRACT 32859

EC 03 2859 ED 052 401
Publ. Date Apr 71 105p.
Exceptional Children Conference Papers: Diagnostic and Resource Teaching.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; behavior problems; resource teachers; diagnostic teaching; educational diagnosis; discipline problems; crisis therapy; study habits; conference reports

Nine papers concerning various aspects of diagnostic and resource teaching deal with the impact of crisis-resource teaching in the Falls Church, Virginia public schools, the role and requirements of the diagnostic teacher, the effectiveness of resource rooms for children with specific

learning disabilities,, basic problems in diagnosis, an overview of school disruption, and the intervention teacher and aide as contemporary educators for resolving and preventing school disruption and violence. Also discussed is a thematic approach to include literary works by black writers into the regular English curriculum to make English material meaningful for high-potential youth, a psychoeducational approach to specifying and measuring the competencies of personnel working with disturbances in schools, and the use of peer attention to increase study behavior. (For other CEC convention papers, see EC 032 854-EC 032 858, EC 032 860-EC 032 861.) (KW)

ABSTRACT 33197

EC 03 3197 ED 054 564
Publ. Date (71) 25p.
Kliman, Gilbert; Stein, Myron
An Application of Child Analysis: The Cornerstone Project.
Center for Preventive Psychiatry, White Plains, New York
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; preschool children; psychiatric services; psychiatry; classroom environment; program descriptions

The paper deals with the Cornerstone Project, in which a child analyst works with psychiatrically ill preschool children within a nursery classroom group setting. An analytically trained psychotherapist works 1 1/2 hours per day with up to seven children in the classroom, with the help of nursery school teachers. There is regular contact with parents. How the Project's application of psychoanalytic techniques in an educational setting with each child resembles and differs from regular child analysis and psychotherapy is considered. The established value of nursery classrooms as a natural setting for clinical observation and diagnostic evaluation and the psychoanalytic model (features of the practice of child analysis) are reviewed. The Cornerstone model is discussed and some illustrative moments from the classroom showing the therapist at work are presented. An extensive case study is then used to show details of a treatment and to illustrate specially developed criteria for the psychoanalytic process. Cited are useful intense transference reactions and social, intellectual and educational gains as well as symptomatic improvement occurring in the Project, and the clinical efficacy of the method. (KW)

ABSTRACT 33245

EC 03 3245 ED N.A.
Publ. Date Sep 71 8p.
Weinstein, Laura
Out of the Classroom: The Zoomer Class: Initial Results.
EDRS not available
Exceptional Children; V38 N1 P58-65 Sep 1971

Descriptors: exceptional child education; emotionally disturbed; academic achievement; acceleration; program descriptions; demonstration projects

Described are the program and results of an experimental Zoomer class, designed for elementary school students ready for discharge from Re-Ed classes (who have learned behavior control and are ready to learn, but are behind age norms academically) and for other regular students who were judged able to profit from a high status, high expectation class where children were helped to move ahead academically quickly. Detailed are the selection of the initial four Re-Ed and four regular students, the Zoomer class teachers, and the Zoomer class morning program. In the afternoons, Re-Ed students accompanied regular students back to the regular classroom on a buddy system. Used in pre- and posttesting (time interval of 3 months) were the Metropolitan Achievement Tests, two attitude inventories, and a test of cognitive style. Results showed average rate of academic gain was 2 2/3 months of gain for regular students and 1 1/2 months of gain for Re-Ed students per month of Zoomer class, which is greater than would have been expected for these students in a regular class. Data also suggest that students' self esteem increased, they believed more that their own behavior is important in determining what happens to them, and they became more reflective and less impulsive. (KW)

ABSTRACT 40060

EC 04 0060 ED 055 374
Publ. Date 71 164p.
Title III ESEA--Evaluation Special Education. Final Report.
District of Columbia Public Schools, Washington, D. C.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; program evaluation; demonstration projects; program descriptions; aphasia; multiply handicapped; emotionally disturbed; trainable mentally handicapped; mentally handicapped; District of Columbia

Presented are evaluation reports on four special education programs in the District of Columbia Public Schools: a daily program for the development of linguistic and conceptual ability in 12 aphasic children, emphasizing language reception and expression; a complete instructional program for some 18 multiply handicapped, hearing impaired rubella children ages 4-9 years; a program based on principles of behavior modification and called DILE (Designed Individualized Learning Environment) for 35 seriously emotionally disturbed or socially maladjusted children; and a program focusing on the training of adaptive behaviors in 38 severely mentally retarded children. Evaluation techniques included observation of behavioral changes, performance measures, analysis of diagnostic tests, anecdotal and cumulative records, and interviews or reports from social workers, psychiatrists, parents, teachers, principals, and project directors. A summary and a consultant's detailed systematic evaluation are given for each project. Consultants examine extent to which projects meet objectives, strengths and weaknesses, and successes and failures of projects. Recommendations and some statistical data are included. (KW)

ABSTRACT 40218

EC 04 0218 ED 055 396
Publ. Date Aug 70 299p.
Brodack, Joseph and Others
The Taxonomic Instruction Project: A Manual of Principles and Practices Pertaining to the Strategies of Instruction. Second Report.
Columbia University, New York, New York, Teachers College
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-6-062528-2092
BR-6-2528; BR-7-1295

Descriptors: exceptional child education; emotionally disturbed; underachievers; taxonomy; reading; guidelines; instructional materials; reading materials; program development; case studies; reading skills

Intended as an instructional guideline, the last of three reports on taxonomic instruction explains strategy development and use in instruction. The instructional content is reading, with a target population of emotionally disturbed, underachieving students. Strategies are defined as instructional actions resulting from a process of experimentation and hypothesis testing by the teacher. The taxonomy is intended, therefore, as an organizing index for instructional behavior of teachers. The content of reading is described as being divided into basic skills, basic subskills, and sequential levels. The reading instruction strategy is described as composed of settings of student grouping, modes of instruction, sensory modality input channels for a student's reception of information, and sensory modality output channels for a student's expression of information. Each aspect of instructional strategies is explained with examples of taxonomic strategies. Achievement of individualization and personalization in strategies is then explained. Included are different tests and observations used in strategy formation. Then four case studies are presented illustrating the decision making process in strategy formation. Concluding is a discussion on relationship of strategy use and formation to computer assisted instruction. (See also EC 040 216 and EC 040 217.) (CB)

ABSTRACT 40287

EC 04 0287 ED N.A.
Publ. Date 71 8p.
Silverberg, Norman E.; Silverberg, Margaret C.
Should Schools Have Psychologists?
EDRS not available
Journal of School Psychology; V9 N3 P321-8 1971

Descriptors: exceptional child services; emotionally disturbed; school psychologists; program proposals; clinics; clinical diagnosis; financial support

As an employee of the school, the school psychologist is said to be severely limited in the two roles he should be fulfilling: his role as an advocate for the child and his role as an agent for change within the school. The questions are raised: What if school districts subsidize community psycho-educational clinics? Would this result in an improvement in the evaluation of children? And could such clinics influence schools to provide a greater range of educational options? (Author)

ABSTRACT 40373

EC 04 0373 ED 056 427
Pub. Date 70 184p.
Friedman, Helen, Ed.
The Classroom: Insights into Educational Evaluation in School Programs for Emotionally Disturbed Children and Youth.
Association of New York State Educators of the Emotionally Disturbed, Hawthorne
EDRS mf,hc
ANYSEED, 226 Linda Avenue, Hawthorne, New York 10532 ($3.00).
Proceedings of the Fifth Annual ANYSEED Conference (Grossinger, New York, May 22-24, 1970).

Descriptors: exceptional child education; emotionally disturbed; conference reports; educational programs; program evaluation; teaching methods; program descriptions

Presented are conference proceedings on evaluation of educational programs for emotionally disturbed children. Raphael F. Simches highlights past and future educational trends in programs for handicapped children. Fritz Redl stresses various motivations that may cause violent behavior. A systematic approach to classroom analysis via taxonomy of affective behavior is discussed by Leonard Kaplan. Use of photography as a teaching method is then examined by Samuel B. Ross, Jr. Tessie Sheingorn then explains that curriculum choice for emotionally disturbed children can result from teacher assessment. Need to bridge the gap between etiologically-oriented diagnosis and remedial planning gives rise to diagnostic remedial approach, as explained by Viola Kantrowitz, James Brown, and Elizabeth M. Koppitz. Mildred E. Huberman and others then investigate food as a psycho-educational tool. Description of Project Rejoin, an innovative job training program designed for emotionally disturbed female adolescents within a residential setting, is made by Richard R. Peters and others. Patricia Brennan and others then explain use of token economies in behavior modification programs in special education. Next, Robert B. Phillips and Robert J. Thomas discuss pre-occupational and vocational programs for the emotionally disturbed and learning disabled. (CB)

ABSTRACT 40479

EC 04 0479 ED 056 438
Publ. Date 71 85p.
Mitchell, D. R., Ed.
The Education and Treatment of Emotionally Maladjusted Children: A Collection of Some Papers Presented at a Symposium Held at the University of Waikato, October, 1969.
Waikato University, Hamilton, New Zealand
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; socially maladjusted; behavior change; family influence; group therapy; special classes; institutions; autism

Six papers consider various aspects of the education and treatment of emotionally disturbed children. B.S. Parsonson examines the rationale and efficacy of the application of learning theory principles to the modification of deviant behavior. The need for family therapy is discussed by J.E. Ritchie, who focuses upon the environmental causes and social context of emotional disturbance. The family is seen as a possible context for distorted communications maintained as a pathological homeostasis. Therapeutic qualities of group counseling are described by D.R. Mitchell in behavioral terms (reinforcement, modeling, desensitization) while the group is seen as a social microcosm with multiple relationships. L.G. Rhodes suggests that disturbed children are possibly not best served by adjustment classes, in the light of efficacy studies and study of the effects of disability labels on teacher expectancies. Institutional care of socially maladjusted children is examined by B.C. Atwool, while Muriel Blackburn focuses on the diagnosis, etiology, and treatment of autism. (KW)

ABSTRACT 40534

EC 04 0534 ED N.A.
Publ. Date 71 8p.
Bloch, Judith
Nonverbal Messages: A Means to Verbalization.
EDRS not available
Teaching Exceptional Children; V4 N1 P10-7 Fall 1971

Descriptors: exceptional child education; emotionally disturbed; educational programs; early childhood education; verbal learning; neurologically handicapped; autism; case studies; language development

Described is an early childhood education program for emotionally disturbed children without language development that emphasizes verbal learning. The classroom program is shown to saturate the child with group and individual experiences designed to stimulate language and to foster language comprehension. The children have diagnoses of emotional disturbances or neurological handicap with severely impaired emotional, intellectual, and social functioning. The case study of a nonverbal autistic boy illustrates the school's approach. Speech stimulation is begun by placing the child in the classroom and by engaging him at his own developmental level. The case study points out the following: words begin to replace nonverbal communication, planning is individualized for each child, visual aids accompany speech, special songs may be impetus for verbalization, toys are used as enticement, and the children are stimulated to keep talking. (CB)

ABSTRACT 40601

EC 04 0601 ED N.A.
Publ. Date Sep 71 71p.
Higginbotham, James M.
Closed Circuit TV with Handicapped Children. Final Report.
Gateway School, Orlando, Flordia; Orange County Board of Public Instruction, Orlando, Florida
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS not available
OEG-4-8-005098-0035-056
BR-480-7001
Gateway School, 4000 Silver Star Road, Orlando, Florida 32808.

Descriptors: exceptional child education; emotionally disturbed; educational programs; program development; televised instruction; program evaluation; video tape recordings; behavior change; case studies

Presented are development and evaluation of a school's 3-year program using closed circuit television (CCTV) with emotionally disturbed children, aged 6 to 13 years. The major program objective is to help the children develop skills and knowledge necessary for their continued participation in school through the 12th grade. The school has five fixed, remotely controlled cameras located in five different rooms. Discussion of management considerations includes time distribution of director, psychologist, coordinator, teachers, video engineer, pupils, parents, and visitors. Information dissemination means for the school's program consist of personal visits to the school, letters, speeches, films, and others. Video tape films of many of the school's 200 children were taken so that teachers and students could observe themselves in operation. The evaluation focuses on the contribution of CCTV to the school's entire educational program and is shown to run into problems in that the contribution of CCTV to any student's behavior change cannot be demonstrated, although the films intuitively seemed to help bring about behavioral changes. Four case studies conclude the work. (CB)

ABSTRACT 40604

EC 04 0604 ED 056 459
Publ. Date 71 34p.
Silberman, Al.
Handbook for Teaching Emotionally Handicapped Children.
Arizona State Department of Education, Phoenix, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; educational programs; program development; administrative organization; guidelines; state standards; program planning; Arizona

The handbook is intended to assist school districts in Arizona establish effective educational programs for emo-

tionally handicapped children. Information on policies for initiation, organization, and operation of programs is provided, as are recommendations for academic programing, use of ancillary personnel, and behavior management techniques. Basic considerations in establishing a program which are discussed include self-contained and resource programs, teacher and teacher aide selection, physical facilities, and grouping. The examination of selection procedures and personnel needed covers various facets of screening and evaluation and the involvement of school personnel in the screening process. A suggested program for the emotionally handicapped, which emphasizes academic and social skills, presents suggestions on preparatory steps, pupil evaluation, curriculum, motivation, class management, intervention methods, and phasing children into the regular program. (KW)

ABSTRACT 40690

EC 04 0690 ED 057 882
Publ. Date Oct 70 94p.
Melcer, Donald and Others

An Experimental Therapeutic Program for Head Start Children.

Michigan State University, East Lansing, Institute For Family and Child Research
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; early childhood education; program descriptions; intervention; learning disabilities; emotionally disturbed; social development; emotional development; demonstration projects

The year end report is a narrative of the development and first year of operation of a pilot therapeutic psychoeducational program (simulating conditions of a typical Head Start program) for a group of five preschool low-income children who could not be contained in a regular Head Start classroom due to varied emotional, developmental, and learning problems. Teaching staff consisted of a teacher, aide, and volunteer, none of whom had special education or psychology training. Ten hours per week of consultation by a clinical psychologist were provided. The program included total group activities to create group cohesion and improve social skills, sub-group activities designed around levels of motor ability and communication skills, and individual instruction. Parent involvement was sought. The case study approach was used in describing gains in language development, communication skills, perceptual-motor development, social development, and intellectual development. It is reported that children improved to some degree in all categories, with greatest improvement in communication and social skills; parental attitudes and behavior toward the atypical child were changed in all cases but one; and the regular teaching staff was able to work effectively with the wide variety of emotional and developmental problems. (KW)

ABSTRACT 40762

EC 04 0762 ED 057 528
Publ. Date Aug 70 118p.
Irvine, Paul; Plumpton, Russell A.

A Program for the Vocational Rehabilitation of Emotionally Disturbed and Brain-Injured Adolescents in a Public School Setting. Final Report.

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, New York
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; minimally brain injured; vocational education; senior high school students; program development; neurologically handicapped; vocational rehabilitation; public schools

The study involved the development of an experimental vocational education program for emotionally disturbed and brain-injured adolescents in a public school. Subjects were 29 boys, ages 14-21 years, enrolled in special classes for the emotionally disturbed and brain-injured. The program embodied three levels of training: prevocational orientation, exploratory occupational education, and specific occupational preparation. The last two were provided through supervised work experience and a classroom shop program in a vocational school setting. Fourteen subjects graduated from the program, three returned to and graduated from the regular high school program, 10 left the program, and two are still enrolled. A followup study showed that 13 of the 14 program graduates are satisfactorily employed. Essential elements of a comprehensive vocational education program in a public school were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and availability of both a classroom shop instructional program and on-the-job instruction. Curriculum guidelines are appended. (Author/KW)

ABSTRACT 40770

EC 04 0770 ED 057 536
Publ. Date 71 12p.
Ora, John P.; Reisinger, James J.

Preschool Intervention: A Behavioral Service Delivery System.

George Peabody College for Teachers, Nashville, Tennessee
EDRS mf,hc
Paper Presented at the Annual Meeting of the American Psychological Association (Washington, D. C., September 6, 1971)

Descriptors: exceptional child education; emotionally disturbed; early childhood education; intervention; program descriptions; preschool children; demonstration projects; behavior change; measurement; educational accountability; parent role

Described is a preschool intervention demonstration project for emotionally disturbed children said to be based on the functional analysis of behavior and behavior change. The project's organizational patterns and procedures are compared to those described by B.F. Skinner in Walden Two. The description emphasizes the concepts of measurement and educational accountability as they pertain to the project. The measurement based treatment system is said to be organized into modules or task forces around a coordinating module. A major goal of the project is demonstration of coordinated regional early intervention system that is more economical than custodial care. The project emphasizes parent role in the intervention project. The child's mother is taught to record data on the child's progress and to elicit the desired responses from the child. Modules available include the individual tutoring module to produce functional speech, the oppositional child training module, visitation module, administrative and clerical module, transportation module, and media presentation module. Explanation of project accountability entails a clarification of the line of authority from the state governor to the project evaluation committee. The evaluation committee meets monthly in order to request information from the coordinating module, to evaluate it, and to render binding opinions concerning the adequacy of program results. (CB)

ABSTRACT 40992

EC 04 0992 ED 058 682
Publ. Date Aug 70 30p.
Fassler, Joan; Bryant, N. Dale

Task Performance, Attention and Classroom Behavior of Seriously Disturbed, Communication-Impaired, Autistic-Type Children under Conditions of Reduced Auditory Input. Interim Report.

Columbia University, New York, New York, Research And Demonstration Center for the Education of Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; autism; attention span; performance factors; aural stimuli; emotionally disturbed; psychotic children; communication problems; class activities

This study investigated attention and performance on simple tasks as well as classroom attention of seriously disturbed, communication-impaired, autistic-type children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). Under ear protector conditions, there was a significant increase in the amount of attention given to most of the tasks and there was significant improvement in performance on two of five tasks. In addition, teacher ratings indicated a significant improvement in classroom attention under ear protector conditions. It was concluded that a significant number of autistic-type children do improve in classroom attention and show some gains in attention and performance on certain tasks under conditions of reduced auditory input. (Author)

ABSTRACT 41664

EC 04 1664 ED 061 665
Publ. Date (71) 65p.
Wood, Mary Margaret
Rutland Center.
Georgia University, Athens, Department of Special Education;
Texas University, Austin, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-70-4815(603)

Descriptors: exceptional child services; emotionally disturbed; psychoeducational clinics; staff orientation; mental health clinics; inservice education; program planning

Documented are staff training programs at the Rutland Center, a community-based mental health facility combining professional mental health and special education personnel in a cooperative program of psychoeducational service to seriously emotionally disturbed or behaviorally disordered children. The report describes the process of planning and the actual activities conducted during the planning year in five specific areas of training: staff training, college student training, volunteer training, paraprofessional training, and parent training. Schedules, forms, or other supplementary materials used in training are included for each area. (KW)

ABSTRACT 41903

EC 04 1903 ED 061 695
Publ. Date Sep 69 140p.
Hoffman, Herbert J.
Evaluation of Selected Aspects of Project 750. Final Report.
Brandeis University, Waltham, Massachusetts, Florence Heller Graduate School for Advanced Studies In Social Welfare
Massachusetts Advisory Council on Education, Boston, Massachusetts
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; special classes; program effectiveness; state programs; educational programs; administration; Massachusetts

Results of an evaluation on the program effectiveness of the administration of Project 750 are provided. Project 750 is described to involve the removing of Massachusetts children suffering moderate to severe emotional disturbance from regular classrooms and placing them in special classes designed to maximize the children's educational potential and to relieve the emotional difficulties. In its eighth year of existence, the project serves approximately 2400 children. General findings were that 57% of the participating children were under 16 years of age and that parents rated the children as 44% improved in social adjustment, 39% improved academically, and 55% improved in overall adjustment. General topics considered in the evaluation include administration and regulations, staffing, identification and assessment, schools, involvement of parents, crises of transition, and public communication. Overall the program was thought to be successful in providing the emotionally disturbed child with special instruction so that he could better handle his problems. Selected evaluation recommendations concerned certification of applicant's legal residence, positions for seven regional coordinators, use of behavioral descriptions, need for an annual conference, sliding fee schedule, state agency cooperation, and public advertising. (CB)

ABSTRACT 41984

EC 04 1984 ED N.A.
Publ. Date Jun 72 4p.
Balthazar, Earl E.
Residential Programs in Adaptive Behavior for the Emotionally Disturbed More Severely Retarded.
EDRS not available
Mental Retardation; V10 N3 P10-3 Jun 1972

Descriptors: mentally handicapped; emotionally disturbed; residential programs; program evaluation; program development; models

A review of the literature regarding treatment programs for improving adaptive behaviors in the mentally retarded indicated a discrepancy in available treatment methods and those offered in institutions. One reason for the present insufficiency of residential programs may well be the lack of a model. A study described provided paradigms for the development and evaluation of residential programs in storing relevant information, and in data processing. (Author)

ABSTRACT 42012

EC 04 2012 ED N.A.
Publ. Date 72 157p.
Wing, Lorna
Autistic Children; A Guide for Parents.
EDRS not available
Brunner/Mazel, Inc., 64 University Place, New York, New York 10003 ($6.95).

Descriptors: emotionally disturbed; autism; parent education; child rearing; behavior problems; parent role

The first of two major sections in the book, addressed to parents of autistic children, focuses on the description and symptomatology of autistic children. Description of the behavior of autistic children, particularly in the first 5 years of life, enumerates their problems in understanding the world as well as difficult behavioral and emotional problems which pose problems for parents. Discussion of theories of causes examines theories which suggest emotional causes and theories which suggest physical or organic causes, with the author inclined toward the latter. Autism is compared to other handicaps and conditions with which it is frequently confused in the diagnostic process. The second section of the book, concerning the education and management of autistic children, details what doctors, teachers, and parents can do. Practical suggestions or techniques are outlined for parents to employ in managing difficult behavior, teaching basic skills, enlarging social experience, and dealing with health, adolescence, and other problems. Also discussed are family problems and services available for autistic children in England. (KW)

ABSTRACT 42202

EC 04 2202 ED N.A.
Publ. Date Jul 72 5p.
Willner, Milton and Others
Project Treat: A New Approach to the Severely Disturbed Child.
EDRS not available
Child Welfare; V51 N7 P460-4 Jul 1972

Descriptors: exceptional child services; emotionally disturbed; community services; interdisciplinary approach; child welfare; boards of education; mental health clinics; program descriptions

Described is Project Treat, an interdisciplinary approach to serving emotionally disturbed children. The project is mainly educational in approach, but also provides for placement in group homes or foster homes when normal home life is not possible for the child. The three organizations participating are a child welfare oriented agency, an urban board of education, and a mental health facility that provides short-term inpatient mental health treatment on a 5-day-week basis. The project operates 7 days a week. The project is designed to provide interim services for disturbed children ranging in age from latency to adolescence for whom residential treatment is not available. Described are project beginnings, the lack of central administration, structure and organization, and the professionalism of the workers. (CB)

ABSTRACT 42255

EC 04 2255 ED 064 811
Publ. Date Dec 71 396p.
Segal, Julius, Ed.
Mental Health Program Reports - 5.
Health Services and Mental Health Administration (DHEW), Bethesda, Maryland
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.75).

Descriptors: exceptional child education; emotionally disturbed; mental health; services; research projects; disadvantaged youth; program descriptions; mental health clinics; child abuse; drug abuse; physiology; feedback

The volume is reported to reflect the broad range of National Institute of Mental Health activities in areas of research, development of mental health manpower, and delivery of mental health services. Twenty papers examine, respectively, relationship of life histories and biochemistry of siblings and twins to schizophrenia, training of Navaho medicine men, development of intelligence in babies, studies of child abuse and infant accidents, community mental health center in Appalachia, educating new leaders via Operation Hope, manner in which

social organization of animal communities can lead to a population crisis destroying them, community mental health center in the San Francisco westside, nonprofessionals serving aged public housing tenants, nursery schools in service of mental health, followup suvey of long term effects of lysergic acid diethylamide, preschool program for disadvantaged children, infant stimulation as part of well baby care in a disadvantaged area, mental illness and competency to stand trial, studying consciousness with physiological feedback technique, voluntary control of internal states, asymmetry of human brain and implications for training, controlling brain functions, controlling autonomic functions, and drug abuse. (CB)

ABSTRACT 42519

EC 04 2519 ED N.A.
Publ. Date Sum 72 7p.
Cowen, Emory L.
Emergent Directions in School Mental Health.
EDRS not available
School Psychology Digest; V1 N3 P23-9 Sum 1972

Descriptors: exceptional child services; emotionally disturbed; behavior problems; program descriptions; school services; elementary school students; nonprofessional personnel

Described are the development and operation of the Primary Mental Health Project in Rochester, New York, a long-range program for early detection and prevention of school maladaptation. Beginning in 1958, early work in the project involved the development of new techniques for early identification of school maladaptation and of a program of early secondary prevention in which the professional fulfilled an educative, resource, and consultative function rather than providing one-to-one clinical services for crises. Mothers were recruited and trained to serve as nonprofessional child-aides with primary grade students referred by teachers as evidencing emotional and behavior problems. The project was extended from the demonstration phase to cover 11 schools. Also described briefly are the training and roles of project personnel and some of the research components and problems. (KW)

ABSTRACT 42657

EC 04 2657 ED N.A.
Publ. Date 71 328p.
Rutter, Michael, Ed.
Infantile Autism: Concepts, Characteristics and Treatment.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($13.75).

Descriptors: exceptional child research; emotionally disturbed; autism; research reviews (publications); theories; therapy; infancy; classification; perception; perceptual development; socialization; language development; language ability; behavior change; behavior theories; educational methods; speech therapy

Proceedings of a study group on concepts, characteristics, and treatment of infantile autism in which investigators discussed ongoing research were presented. The introduction provided a brief history of clinical recognition of infantile autism. Reported in the discussion of classification difficulties were a comparative study of childhood psychoses, a pathogenic approach to infantile autism, and a pediatrician's approach to autism. Perception and social responses in autistic children were considered in treatments of childhood autism as a disorder of sensorimotor integration, visual perception in autistic childhood, and perceptual limitations in autistic children and their relation to social and intellectual deficits. The exchanges about experimental approaches to language focused on rules and language, and spontaneous patterns produced by autistic, normal and subnormal children. With regard to comparative and clinical approaches to language, autism as a central disorder of cognition and language, and a comparative study of perceptual and language development in autistic children were discussed. Presentations on behavioral approaches to treatment dealt with developmental therapy by parents, and theoretical and experimental aspects of the behavior modification approach to autistic children. Also considered was the educational treatment of autistic children. Concerns of speech therapy were treated in papers on sensory disorder in the autistic child and its implications for treatment, and an approach to treatment in a young autistic child. Excerpts from discussions that followed the presentation of papers in each major area were included. (GW)

ABSTRACT 42781

EC 04 2781 ED N.A.
Publ. Date Sep 72 8p.
Vacc, Nicholas A.
Long Term Effects of Special Class Intervention for Emotionally Disturbed Children.
EDRS not available
Exceptional Children; V39 N1 P15-22 Sep 1972

Descriptors: exceptional child research; emotionally disturbed; special classes; academic achievement; program effectiveness; behavior; social development

The study was designed to investigate long term changes in achievement, overt behavior, and social position of children identified as emotionally disturbed. Changes were measured for two groups of emotionally disturbed children: those who had experienced special class placement and had returned to regular classes for at least 2 years and those who did not experience the special class procedure. The results of the analyzed data question the long range efficacy of special class intervention. (Author)

ABSTRACT 50115

EC 05 0115 ED N.A.
Publ. Date Nov 72 5p.
Stuart, Reginald
Managing the Cantankerous Child.
EDRS not available
American Education; V8 N9 P11-15 Nov 1972

Descriptors: exceptional child services; emotionally disturbed; behavior problems; behavior change; program descriptions; parent role

Described is the Regional Intervention Program (RIP) in Nashville, Tennessee, which helps parents learn to apply behavior techniques to better manage their preschool children with severe behavior problems. In addition to teaching parents to praise children's good behavior and to ignore their bad behavior, the program also has, as a major objective, the intention to show that such service can be provided at minimal costs to both parents and taxpayers. There are only three full-time professional staff members; parents pay for the help they have received by donating their time (at least 9 hours per week for 6 months, serving as trainers or observers or performing other services). Preschool units serve as a major training ground for parents and children. Individual tutoring is also available for children whose behavior problems are coupled with speech or hearing defects. RIP serves about 40 families at any given time, and nearly 180 families have been served to date. (KW)

ABSTRACT 50689

EC 05 0689 ED N.A.
Publ. Date Jan-Feb 6p.
Miller, Floyd
Getting Billy Into the Game.
EDRS not available
American Education; V9 N1 P22-7 Jan-Feb 1973

Descriptors: exceptional child education; learning disabilities; hyperactivity; special classes; program descriptions; remedial programs; Madison plan

Beginning with the story of Billy, a hyperactive elementary school student whose disruptive habits made him unable to succeed in academic work or in peer relations, the article discusses the characteristics of hyperactivity and a special school program designed to help such children. Drug therapy and a structured home environment are said to often be of assistance in treating hyperactivity. The program described is a special education project at the Unified School District in Santa Monica, California, begun in 1965 for handling children with learning problems, especially hyperactive failure-prone children. The remedial programs, which became known as the Madison plan, are shown to involve a system of check marks (immediate reinforcement) and rewards for small groups of students in learning centers at both the pre-academic and academic levels. Reported are some of the observer's impressions gained during a day's visit to the program. (KW)

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